

PREPUBLICATION COPY

GRADE

2

ReadyGEN   

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

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Dear ReadyGEN Teachers,

Welcome to your third delivery of *ReadyGEN* materials. This delivery includes the materials you need to teach the second half of the year.

As the school year progresses, we encourage you to visit **PearsonSchool.com/NYCRadyGEN**. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials. In addition, you will find new resources, such as P. David Pearson and Elfrieda “Freddy” Hiebert’s white paper on vocabulary, and important documents to help you keep your materials organized, such as the “*ReadyGEN* Delivery Checklist.”

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Text Collection, Volume 2 (Units 4–6)
These are in final form and will be used for the remainder of the year and into the future.
- Reader’s and Writer’s Journal, Units 1–6
While you received Units 1–3 in previous deliveries, the enclosed Journal includes the complete set of all units in final format.

Teacher Materials

- Teacher’s Guide (*prepublication format*), Units 4–6
These will be replaced in June with the final versions.
- Reader’s and Writer’s Journal Teacher’s Guide, Units 1–6
This is the complete Teacher’s Guide of all six units.
- Scaffolded Strategies Handbook (*prepublication format*), Units 4–6
This will be replaced in June with the final version.

At this point you may wonder what materials to keep from prior deliveries. The followings materials can be replaced:

- Start of Year Student Materials can be replaced by various components. However, it is important to note that your students’ work from the first half of the year is recorded in the original Start of the Year journal for Unit 1. You may want to keep these versions on hand for a year-long view of student progress.
- The Reader’s and Writer’s Journal (Units 2 and 3) can be replaced by the final version included in this delivery. However, the record of your students’ work will be found in your previous versions. You may want to keep these on hand for a year-long view of student progress.

Sincerely,
The ReadyGEN Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,

Sharon Vaughn

University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn

Executive Director and Founder, LitLife and LitWorld



What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3)* and *Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with *ReadyGEN*, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 4

Facing Challenges and Change



MODULE A	Common Core Lesson Launch	1–9
	Lessons 1–13	10–139
	Performance-Based Assessment (Narrative)	140–147

TEXT SET



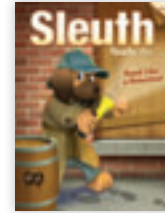
ANCHOR TEXT

The Earth Dragon Awakes
Literary Text



SUPPORTING TEXT

Seek the Sun
Literary Text



SLEUTH

“A Real-Life Action Hero”
“The Blank Book”

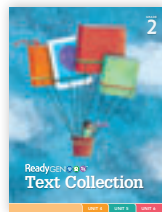
MODULE B	Common Core Lesson Launch	148–157
	Lessons 1–12	158–277
	Performance-Based Assessment (Informative)	278–285

TEXT SET



ANCHOR TEXT

Planet Earth
Informational Text



SUPPORTING TEXT

Danger! Earthquakes
Literary Text



SLEUTH

“Curtis the Cowboy Cook”

UNIT 4	Common Core Teacher Resources	
	End-of-Unit Assessment	TR2–TR27
	Routines	TR28–TR75
	Graphic Organizers	TR77–TR91
	Text Complexity Rubrics	TR92–TR95
	Leveled Text Instructional Plans	TR99–TR108

Assessment

ReadyGEN provides various assessment opportunities for you to use with your children to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If......students struggle to explain how a character's actions contribute to a story's events,
Then......use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If......students need extra support to understand the story,
Then......use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

Independent Writing Practice

FORMATIVE ASSESSMENT Now have students prepare their publications and presentations in the *Reader's and Writer's Journal*, p. 199, using their work from Lessons 12–15. Have them cut out photos, graphs, maps, charts, and other visuals and create layouts by hand.

FORMATIVE WRITING ASSESSMENTS

Each child's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further children on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

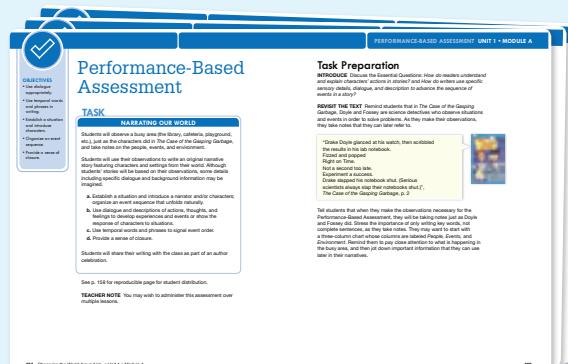
Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

UNIT 4 • MODULE A Scenes to Reveal Point of View

TASK: Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will take into consideration the character's perspective and cultural background. Children will write a scene from Chin's or Henry's point of view that includes details to describe how the character feels and what he is thinking. Children will describe the actions of the character, use temporal words to signal event order, and provide a sense of closure.

UNIT 4 • MODULE B In the News

TASK: Planet Earth is in a constant state of change. Children will use information they have learned from *Planet Earth* and *Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. Children will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section that addresses how communities face change together.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on children's mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Ideas

- Challenges
- Change

Enduring Understandings

- **Readers** understand ideas and information are connected in informational texts.
- **Writers** understand that informational writing is supported by facts and definitions.
- **Learners** explore content to understand that change can happen quickly and create challenges.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How are ideas, events, and information presented in a text?

How do **writers** develop ideas with facts and definitions?

MODULE GOALS

Readers will identify and describe the connection between two ideas and pieces of information in a text.

Writers will support and connect writing with facts and definitions.

EXPLORE CONTENT **Learners** will explore content to understand changes in Earth.

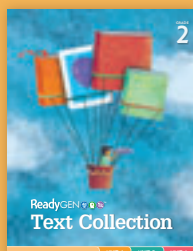
Text Set

ANCHOR TEXT



Planet Earth
Lexile 480L
Informational Text

SUPPORTING TEXT



Danger! Earthquakes
Lexile 710L
Informational Text

SLEUTH



"Curtis the Cowboy Cook"



PERFORMANCE-BASED WRITING ASSESSMENT

IN THE NEWS

Planet Earth is in a constant state of change. Children will use information they have learned from *Planet Earth* and *Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. Children will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section that addresses how communities face change together.

TARGET STANDARD



Common Core Learning Standard W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Vocabulary to Unlock Text

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach generative vocabulary as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to www.PearsonSchool.com/NYCReadyGEN to read more about generative vocabulary instruction in *ReadyGEN*.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

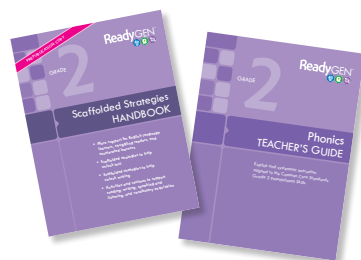
- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



ANCHOR TEXT *Planet Earth*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
spins	spindle	rotates, turns	<i>Big Ideas</i>
space	spacious	galaxy, planet, star, atmosphere	<i>Topics</i>
layer	lay		<i>Topics</i>
gases		air, liquid, solid	<i>Topics</i>
ocean	oceanic	water, sea	<i>Topics</i>
salty water		freshwater, ocean, sea	<i>Topics</i>
scrape		rub, remove	<i>Topics</i>
quake	earthquake	shake, tremble	<i>Topics</i>
island	land, isle, islander		<i>Topics</i>
formed	formation, formative	became	<i>Big Ideas</i>

Vocabulary to Unlock Text

SUPPORTING TEXT *Danger! Earthquakes*

Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

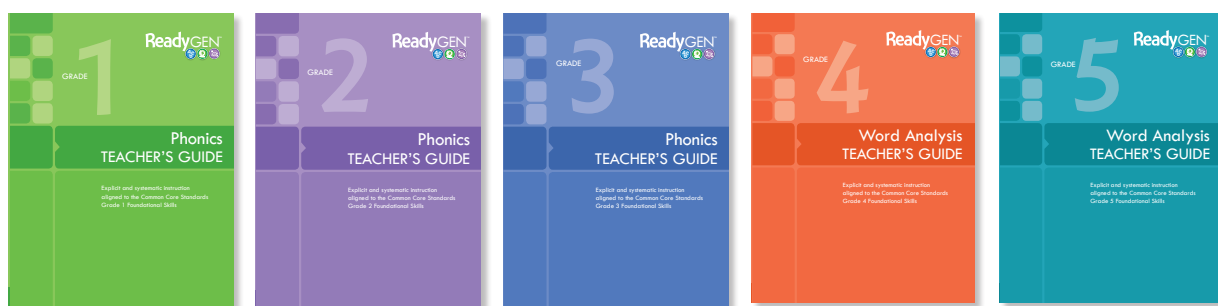
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
wreck	wreckage, shipwreck	destroy, ruin, break	<i>Big Ideas</i>
destroy	destruction, destroyer, destructible	collapse, wreck	<i>Big Ideas</i>
magnitude		size, extent, level	<i>Topics</i>
level		scale, magnitude	<i>Topics</i>
plates		magma, continent, crust	<i>Topics</i>
grind	grinder	scrape, grate	<i>Topics</i>
collapse	collapsible	fall, crumble, quake	<i>Big Ideas</i>
steep	steeple, steeply	high, sheer, dangerous	<i>Topics</i>
loose	loosen	tight, wobbly	<i>Topics</i>

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.



Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Informative/Explanatory Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 158–167

READ Trade Book *Planet Earth*

READING FOCUS Readers understand ideas and information are connected in informational texts.

WRITING FOCUS Write an informative piece about why living on Earth might be challenging at times for people.

LESSON 2

Teacher's Guide, pp. 168–177

READ Trade Book *Planet Earth*

READING FOCUS Writers understand that informational writing is supported by facts and definitions.

WRITING FOCUS Write an informative piece about planet Earth that provides facts and definitions.

LESSON 6

Teacher's Guide, pp. 208–217

READ Text Collection *Danger! Earthquakes*

READING FOCUS Readers understand ideas and information are connected in informational texts.

WRITING FOCUS Write an informative paragraph that compares two earthquakes and includes facts and definitions.

LESSON 7

Teacher's Guide, pp. 218–227

READ Text Collection *Danger! Earthquakes*

READING FOCUS Writers understand that informational writing is supported by facts and definitions.

WRITING FOCUS Write questions and answers about earthquakes based on the maps in the text.

LESSON 11

Teacher's Guide, pp. 258–267

COMPARE

- *Planet Earth*
- *Danger! Earthquakes*

READING FOCUS Readers understand ideas and information are connected in informational texts.

WRITING FOCUS Plan and draft a newspaper article based on an event from one of the two texts.

LESSON 12

Teacher's Guide, pp. 268–277

COMPARE

- *Planet Earth*
- *Danger! Earthquakes*

READING FOCUS Readers understand ideas and information are connected in informational texts.

WRITING FOCUS Revise and edit the draft from the previous lesson.

Facing Challenges and Change

LESSON 3

Teacher's Guide, pp. 178–187

READ Trade Book *Planet Earth*

READING FOCUS Writers understand that informational writing is supported by facts and definitions.

WRITING FOCUS Do research and write an informative piece about a creature living on Earth that includes facts and definitions.

LESSON 4

Teacher's Guide, pp. 188–197

READ Trade Book *Planet Earth*

READING FOCUS Learners understand that change can happen quickly and create challenges.

WRITING FOCUS Do research and write an informative piece about how the land changes on Earth that includes facts and definitions.

LESSON 5

Teacher's Guide, pp. 198–207

READ Trade Book *Planet Earth*

READING FOCUS Readers understand ideas and information are connected in informational texts.

WRITING FOCUS Write a summary of the main ideas in the text.

LESSON 8

Teacher's Guide, pp. 228–237

READ Text Collection *Danger! Earthquakes*

READING FOCUS Learners understand that change can happen quickly and create challenges.

WRITING FOCUS Write an explanatory paragraph about an article that describes a natural disaster.

LESSON 9

Teacher's Guide, pp. 238–247

READ Text Collection *Danger! Earthquakes*

READING FOCUS Learners understand that change can happen quickly and create challenges.

WRITING FOCUS Write an opinion about the information given in the text.

LESSON 10

Teacher's Guide, pp. 248–257

READ Text Collection “Who Could Somersault the San Andreas Fault?”

READING FOCUS Learners understand that change can happen quickly and create challenges.

WRITING FOCUS Write a few lines of poetry that reveals facts about earthquakes.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 278–285

TASK: IN THE NEWS

Planet Earth is in a constant state of change. Children will use information they have learned from *Planet Earth* and *Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. Children will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section that addresses how communities face change together.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- How do the characters in the text respond to major events and challenges?
- Retell the story. What is the central message of the story?

CRAFT AND STRUCTURE

- What happens in the beginning, middle, and end of the text?
- How do two characters in the story have different points of view? List evidence from the text to support your thinking.

INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the characters or themes in this text similar to or different from those in another text you've read?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main idea of the text? How do key details support the main idea?
- How are the events or concepts in the text connected to each other?

CRAFT AND STRUCTURE

- What text features are used in the text? How do they help you locate information?
- What is the author's purpose for the text? What does the author want to answer, explain, or describe?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How do reasons support specific points the author makes?

See the Independent Reading Routine on pp. TR48–TR51.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members by linking your ideas to the remarks of others.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

See the Text Club Routine on pp. TR52–TR55.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand ideas and information are connected in informational texts*. As you build your Text Club library, consider using the texts below.

Flash, Crash, Rumble, and Roll

by Franklyn M. Branley
Informational Text
Lexile 200L

Planet Earth

by Leonie Pratt
Informational Text
Lexile 290L

Hurricanes!

by Gail Gibbons
Informational Text
Lexile 310L

Volcano!

by Marion Dane Bauer
Informational Text
Lexile 320L

Earthquakes and Tsunamis

by Emily Bone
Informational Text
Lexile 400L

Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children, can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand ideas and information are connected in informational texts

CENTER TASKS

- Have children share how ideas and information are connected from an independent reading book with a partner.
- Have children create a visual that clearly shows how ideas and information are connected from an independent reading book.
- Have children list informational books that they have read that include challenging events that are caused by changes in Earth. Add these lists to a class collection.
- Have children write book reviews that recommend informational texts about challenging events on Earth

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that informational writing is supported by facts and definitions.

CENTER TASKS

- Have children write short informational texts with facts and definitions.
- Have children support an informational topic with a list of facts and definitions.
- Have children write an explanatory text that explains what causes an event such as an earthquake or volcanic eruption and uses facts and definitions to support their explanations.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Learners explore content to understand that change can happen quickly and create challenges

CENTER TASKS

- Have children add words and phrases to the class word wall that relate to changes on Earth that cause challenges.
- Have children create “Earth’s Challenges” vocabulary lists. As they read books during independent reading, have them add interesting words to their lists that explain or describe a challenge on Earth.
- Have children create a T-chart with the headings “Quick Changes” and “Challenges.” Have them list possible Earth events that happen quickly in the first column. In the second column, have them list the challenges people face as a result of the quick change.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners explore content to understand that change can happen quickly and create challenges.

CENTER TASKS

- Have children research one of the following quick changes: flood, hurricane, blizzard, and create a poster displaying key facts and the challenges it creates.
- Have children research the effects of a challenging event on their city and create a poster with facts and photos of the event.
- Have children write their memories of a quick change they have experienced and the challenges it created and present it in a word processing document. These could be collected and placed in a class book.

LESSON

1

LESSON 1 OBJECTIVE

Use text features to locate information.



READING OBJECTIVES

Use sentence-level context as a clue to the meaning of a word or phrase.



Use text evidence to answer questions during a close reading.



See Text Complexity Rubrics on pp. TR92–TR95.

Read Anchor Text

Build Understanding

INTRODUCE Explain that *Planet Earth* is an informational question-and-answer science picture book about our planet and the life found on it. Note that the book uses flaps that hide and then reveal information that answers the questions on each spread. Explain that the Enduring Understanding for this lesson is: *Readers understand ideas and information are connected in informational texts.*

LESSON 1 FIRST READ

Explore the Text

ENGAGE CHILDREN Read the Contents page of *Planet Earth* on p. 3. Have children keep this information in mind as they flip through the rest of the book to preview the text. Then turn to the first spread (pp. 4–5) and demonstrate how to read the three questions on the right-hand page and flip the flap to reveal the answers, and to change the picture. Point out that each spread in this book follows this same form. Then introduce the Essential Question for this lesson: *How are ideas, events, and information presented in a text?*

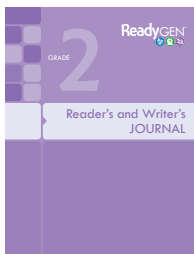
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Planet Earth* Read the book aloud, skimming the Contents page and the Index. As you reread during the lesson, have children read in their books as they are capable. Use the **Read Aloud Routine** on pp. TR40–TR43. In this first reading, children should focus on understanding the “gist” of the text and identifying what main topics will be covered in it. After reading, discuss the questions below.

- What is the most interesting fact you learned from *Planet Earth*?
- How is a volcanic island formed?
- What questions do you have?

Have children use p. 211 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about how to read a question-and-answer flap book and the information in it. Use the following prompts to lead the discussion.

- According to the Contents page, where should the reader look in this book to find information about natural disasters that happen on Earth? (The reader should look on pp. 14–15 and pp. 16–17 to learn about earthquakes and volcanoes.) **Craft and Structure**
- **BY-THE-WAY WORDS** On page 4, the text says that Earth looks “like a huge, bright disk colored blue and white.” What clues in the book help you understand what a *disk* is? (The illustration shows Earth looking like a circle colored blue and white, so a *disk* must be a flat, round object.)
- **BY-THE-WAY WORDS** On page 5, how does the author help readers understand what a planet is? He provides a definition to answer the question of what a planet is: *a huge ball of rock or gas that moves around the Sun*. Which planet in particular does the author talk about in this book? (Earth)
- How does the diagram on pages 4–5 change when the reader flips the flap? (It goes from showing the side of Earth facing the Sun to showing the side of Earth facing away from the Sun.) What do the labels in this diagram help the reader understand better about the text? (The text on p. 5 says that day is caused in a place by the Sun shining on that place. The diagram shows that where day happens depends upon which side of Earth is facing the Sun. The labels make it clear which side is having day and which side is having night.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

APPPOSITIVES Children may not understand the relationship between an appositive, or an adjective clause that provides another name or description for a noun or pronoun, and the noun or pronoun it is providing more information about. Reread the p. 4 sentence *Earth is where we live, a planet that spins through space*. The second phrase is not trying to start a new sentence or to talk about another planet. It is giving the reader an additional detail about planet Earth.

STRATEGIC SUPPORT

FLAP BOOKS Children may have difficulty understanding the sequence to follow when reading each spread and comprehending how the flaps work to hide and reveal information. Guide them through the parts of one spread to demonstrate the order to follow. Then have them examine the center illustration before and after the flap has been flipped, describe what has changed, and compare and contrast the two pictures.

READING OBJECTIVES

Identify how words supply meaning in an informational text.



Correctly use words from the text.



Use text features to locate information.



Build on others' talk in conversations.



BENCHMARK VOCABULARY

- spins, p. 4
- space, p. 4

Focused Reading Instruction

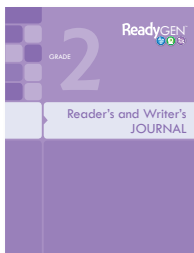
Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Planet Earth*, p. 4, with the words *spins* and *space*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *spins*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *space*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.



Text-Based Conversation



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. Review the information found on the Contents page and in the Index. Think-aloud about these text features. *These text features help me find information quickly. The Contents page lists headings for the sections and the page number where each section begins. The Index lists the most important subjects covered in the book. Each subject is followed by page numbers where this subject is mentioned.*

As a whole class, discuss when to use the Contents page to locate information and when to use the Index instead. Evaluate how helpful each is in helping the reader find specific information quickly. As children participate in collaborative conversations, have them build on other's talk in conversations by linking their comments to the remarks of others.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to review the Contents page and the Index and answer this question: *Why do you think the author included both a Contents page and an Index?* (Possible response: The Contents page tells the reader the big ideas that will be covered but the Index shows where facts about specific subjects can be found.)



Language Analysis

TEXT FEATURES AND STRUCTURE Explain that the author of a question-and-answer book uses text features and a structure that help readers understand what questions are being asked and how they can be answered.

CITE TEXT EVIDENCE Reread the title, Contents page, and Index. Note that the title, *Planet Earth*, is the text's main topic. Use the following prompts to guide discussion about the book's text features:

- What is the relationship between the Contents page and the book's main topic? (The headings on the Contents page tell subtopics.)
- What is the relationship between the Index and the book's main topic? (The Index lists specific details that relate to the main topic.)

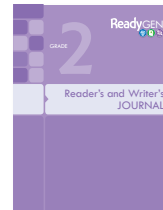
Turn to pp. 4–5. Focus on the text's structure.

- What format does the author use to ask questions? (A numbered list)
- What format does the author use to give answers? (A numbered list of answers are given under the flap.)

Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES AND STRUCTURE

Have children turn to another spread of the book. Then, on p. 213 in the *Reader's and Writer's Journal*, have them explain how the text features and structure help them locate information.



WRITING IN RESPONSE TO READING Have children turn to p. 217 in the *Reader's and Writer's Journal* to review this prompt: *Do the question-and-answer flaps in the book help you learn? Use text evidence to explain.* Have children write their responses on a separate sheet of paper.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice how ideas and information are connected. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

Reading Wrap-Up

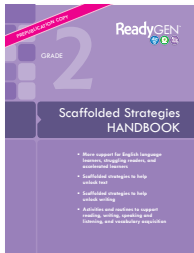


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Understand how the question-and-answer format supports the author's points.

RI.2.8



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to analyze question-and-answer format,
then...use the Language Analysis lesson in small groups to help them understand how to identify the questions in a question-and-answer flap book and then locate the answers to these questions.

If...children need extra support to understand this question-and-answer text,
then...use the Close Reading Workshop in small groups to provide scaffolded support for p. 5.

LANGUAGE ANALYSIS

Reread pp. 6–7 with children. Ask them what the heading is and what it tells them about the topic of this spread. Then have them identify what questions the author asks on this spread. Discuss how these are questions someone might have about air on planet Earth. Then have children demonstrate how to flip the flap and locate the place in the text where they can find the answers to these questions.

CLOSE READING WORKSHOP

READ *Planet Earth* p. 5 Read the text on this page aloud as children follow along. Talk about how this page provides readers with scientific information.

- 1 **What does the author write on the left side of this page?** (The author writes three questions that ask different things about planet Earth.) **What topics do these questions ask about?** (They ask about planets, things Earth does, and night.)
- 2 **Where can the reader find answers to these questions?** (On the part of the page hidden under the flap) **How do these answers teach the reader more about the topic of planet Earth?** (They tell the reader what a planet is, how long it takes Earth to spin around once, and what makes day and night.)
- 3 **What information does the author provide on the right side of this page?** (A diagram that shows the path that Earth takes around the Sun) **What does this diagram help the reader understand better?** (It shows the reader what Earth looks like at different times of the year as it travels around the Sun.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to analyze question-and-answer format,


then...extend the Language Analysis lesson by having children work with a partner to analyze the relationship between the author's purpose and his use of a question-and-answer structure.

LANGUAGE ANALYSIS

Discuss how authors write for different purposes, such as to entertain, to persuade, or to inform. Then have children review a few sets of questions from *Planet Earth*. With a partner, have children identify the author's purpose and discuss how the use of a question-and-answer structure helps the author achieve this purpose. Guide their partner discussions with these prompts:

- **Why do people usually ask questions?** (Possible response: They want to find out new information.) **What do people do to answer someone else's question?** (Possible response: They provide the information that answers the question.)
- **What does the author of this book do when he answers the questions he asks?** (Possible response: He provides the reader with information about planet Earth.) **What does the author's use of a question-and-answer format tell the reader about his purpose for writing this book?** (Possible response: Because he is answering questions, he wants to inform the reader about the topic of planet Earth.)
- **Why might the author have used a question-and-answer format instead of just writing paragraphs that explain the information, like the paragraph on page 4?** (Possible response: The questions and answers focus the reader's attention on what bits of information are most important to know to understand the things found above, inside, and on planet Earth.)

WRITING OBJECTIVES

Understand how facts and details from a text show how the text is related to the unit title.  RI.2.6

Identify adjectives.  L.2.1.e

Writing

Informative/Explanatory Writing

WRITING ABOUT THE UNIT TITLE

TEACH Explain that readers gain a deeper appreciation of this text by thinking about how the text relates to the title of the unit: Facing Challenges and Change.

Talk about how this informational science book relates to the unit's title. For example, in telling about earthquakes and volcanoes, the author talks about changes that occur because of these disasters. The writer explains how the text relates to facing challenges and changes by using facts, examples, and details from the text as support.

During reading, readers can look for facts and details that relate to the unit title. Have them keep these questions in mind as they read:

- What is the unit title I have been studying?
- What parts of this text remind me of the title of this unit?
- What facts, examples, or descriptive details relate to the unit title?
- How do I understand the unit title better or differently after reading this text?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children examine how a reader uses facts, examples, and details from the text to write about how the text relates to the title of the unit. Display a sample of what a reader might write about *Planet Earth*:

After reading about earthquakes in *Planet Earth*, I understand that **one challenge people face is how to build buildings that won't collapse during an earthquake.**

The writer links the unit title to *Planet Earth* by identifying one challenge that people living on Earth face.

Display another example of a reader's writing about the title of the unit.

As *Planet Earth* says, we cannot stop earthquakes from happening, but we can prepare for this challenge by building stronger buildings.

The writer uses text evidence to connect the text to the unit title: *Facing Challenges and Change*.

Explain to children that when they are writing about how a text might relate to the title of the unit, they should cite evidence from the text to support their thoughts.

CONVENTIONS Adjectives

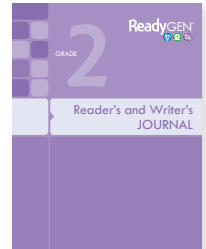
TEACH AND MODEL Remind children that adjectives modify or describe nouns. They tell which ones, what kind, or how many. Vivid descriptive adjectives help the reader better picture the things described in the text.

If you flew to the Moon in a rocket, you would see Earth in the sky, like a **huge, bright** disk colored blue and white.

The adjective *huge* tells the size of the disk. The adjective *bright* gives more information about what the disk looks like.

APPLY Pair children up. Have partners search p. 5 of *Planet Earth* to locate other examples of adjectives.


For additional practice in identifying adjectives, have children turn to p. 218 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.

 W.2.2, W.2.7

Use facts and details from the text to show how the text is related to the title of the unit.  RI.2.6

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How are ideas, events, and information presented in a text?*, and the Enduring Understanding: *Readers understand ideas and information are connected in informational texts.*

Explain that the class will write a piece of informative writing that explains how *Planet Earth* connects to the title of the unit. They will use specific facts and details from the text to support their thoughts.

- **Choose a Topic**—Ask children to consider the unit title, and to think about what they read in *Planet Earth* in order to decide what they would like to write about. Then take a class vote to choose one example of a challenge or change discussed in *Planet Earth*. Children will use this example to explain how *Planet Earth* relates to the title of the unit.
- **Find Text Evidence**—Review *Planet Earth* with children. Find specific facts and details that relate to their chosen challenge or change, and also provide information about why it is a challenge or a change that people must face. Again, take class votes to decide whether each fact or detail is useful and relevant to include.
- **Write an Introduction**—Ask children to state clearly the connection they see between the title of the unit and *Planet Earth*. For example, one challenge that people on Earth face is finding air to breathe when they reach higher altitudes. How might needing air limit where people can go? How might people meet this challenge so they are able to travel to places on the planet where there is not much air? Write these ideas on chart paper and then use them to craft an introduction.
- **Write a Conclusion**—Once children have written an introduction that presents their topic and have added facts and details from the text that support this main idea, they will need to craft a concluding statement that brings the piece of writing to a strong end.

MODEL INFORMATIVE WRITING *One challenge people may face when they want to climb mountains is finding oxygen to breathe. The atmosphere fades away the higher people go. There may not be much air high in the mountains. Hikers may not be able to find the oxygen they need as they hike. Therefore, people meet this challenge by taking air with them to breathe.*



Independent Writing Practice

Have children apply the steps that the class followed in the Shared Writing activity as they work through the Independent Writing Practice.

WRITING Have children consider how some sections in *Planet Earth* discuss challenges people might face, particularly challenges that occur when Earth changes. Children will flag text examples of challenges and changes related to life on Earth. Then, on a separate sheet of paper, children will write an informative paragraph that explains one way people face such challenges and/or changes. Children will turn to p. 219 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. flag text details that offer examples of ways people living on Earth must face challenges and change.
2. write an informative paragraph that explains why living on Earth might be challenging for people at times.
3. structure their writing by introducing a topic, using facts and details to develop points, and providing a concluding statement.

Remind children to use the Contents page and the Index to help them locate specific information to use as support for their ideas.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write their paragraphs.

Writing Wrap-Up



Have partners compare and contrast the challenges and changes they have identified and written about. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

IDENTIFYING EXAMPLES English language learners may struggle to recognize examples of challenges or changes when these specific words are not used in the text. Take a moment to discuss the definitions of *challenges* and *change* and to think of other examples people might describe as potential challenges and changes.

STRATEGIC SUPPORT

NARROW A TOPIC Help children practice narrowing their topic by having them look at the facts and details they have collected and circling related ideas with the same color. Then have them use only the details circled in one particular color to write about.

LESSON

2

LESSON 2 OBJECTIVE


Identify the main topic.  RI.2.2

READING OBJECTIVES

Determine the meaning of words.



RI.2.4

Use text evidence to answer questions during a close reading.  RI.2.1

Read Anchor Text

Build Understanding

INTRODUCE Have volunteers share what they recall about the subjects they read about in *Planet Earth* and how to read this question-and-answer flap book. Then have children focus on the following Enduring Understanding as you reread the first two sections and work through the lesson: *Writers understand that informational writing is supported by facts and definitions.*

LESSON 2 FIRST READ

Explore the Text

ENGAGE CHILDREN Introduce today's rereading by having children consider why air is important to life on Earth. Then introduce the Essential Question for this lesson: *How do writers develop ideas with facts and definitions?*

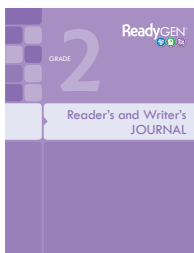
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Planet Earth* pp. 4–7 Reread pp. 4–7 aloud as children follow along in their books. Use the **Read Aloud Routine** on pp. TR40–TR43. As children read along, they should focus on identifying the key details on every spread. Following the reading, discuss the questions below.

- How long does it take for the Earth to rotate around the Sun?
- What is one thing you learned about air?
- What questions do you have?

Have children use p. 211 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 2
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about planet Earth and its atmosphere. Use the following prompts to lead the discussion.

- **BY-THE-WAY WORDS** *Oxygen is a colorless gas without any smell. What clues in the text on page 7 help the reader understand the importance of oxygen?* (The text says people need oxygen “to breathe in order to live,” so without oxygen, there wouldn’t be any way people could live on Earth.)
- **BY-THE-WAY WORDS** *On page 7, the text says that, “Air is a mixture of gases.” What clues in the book help you understand what a mixture is?* (The text says that “one of these gases is oxygen,” so the reader knows that a mixture is made up of more than one gas put together.)
- **BY-THE-WAY WORDS** *Think about the facts and details the text on page 7 provides about the atmosphere. As you travel away from Earth toward space, would you find more air or less air?* (You would find less air because “the atmosphere fades away the higher up it goes.”)
- *What do the illustrations on page 7 help the reader better understand about the main text?* (The illustrations show different parts of the atmosphere with pictures of objects found at each height. They provide the reader with more information about different things found in air and show that even though there is less air higher up, objects, such as satellites, can still be found there.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

ANTECEDENTS Children unfamiliar with the rules of English grammar may struggle to figure out the antecedent to which the pronoun *it* refers at times. Using the last sentence on p. 6 as an example, explain that the pronoun *it* is taking the place of a noun—in this case the noun *air* from the previous sentence. Have children reread the last sentence, replacing *it* with *air*.

STRATEGIC SUPPORT

MEASUREMENTS Children who have not read many informational science books may not know the meaning of *km*. Examine the labels of the illustrations on p. 7 with them, pointing out that each picture is labeled with its distance in miles above the Earth’s surface. Then explain that *km* is an abbreviation for *kilometer* and that kilometers are used as measurement in the metric system.

READING OBJECTIVES

Identify how words supply meaning in an informational text.



Correctly use words from the text.



Use text features to locate key information.



Participate in collaborative conversations, following agreed-upon rules.



Identify the main topic.



BENCHMARK VOCABULARY

- layer, p. 7
- gases, p. 7



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Planet Earth*, p. 7, with the words *gases* and *layer*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *gases*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *layer*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39. Review the connection between the Contents page and headings found at the tops of each section. Think-aloud about the purpose of a question-and-answer book and its text features. *Someone choosing to read this book wants to learn more about planet Earth. The author uses text features to make it easier for readers to locate quickly different information.*

Have small groups discuss how headings tie to the text's main topic. As children participate in collaborative conversations, have them follow agreed-upon rules for discussion.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to examine the main illustration on pp. 6–7 and give their opinion about this question: *How well does this illustration help the reader understand the importance of air?* (Possible response: The illustration shows that people need to bring special equipment so that they have oxygen when climbing high mountains. Without it, they might not have enough air to breathe, and they could die.)



Reading Analysis

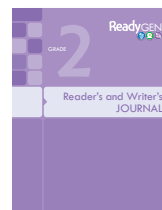
IDENTIFY MAIN TOPIC Explain that readers can use text clues to identify the main topic of the book or of smaller sections within the book. To find the main topic, a reader can think about what that section is mainly about. Headings, repeated words, and details give clues to the main topic. Identifying the main topic will help the reader understand the text better.

CITE TEXT EVIDENCE Use the following prompts to guide discussion about finding the main topic on p. 4:

- **What is the heading on this page?** (Planet Earth)
- **What word is repeated often on this page?** (Earth)
- **What are the key details on this page?** (Earth is where we live. Earth spins through space. From the Moon, you can see Earth. Earth looks like a blue and white disk.)
- **Putting this information together, what is the main topic of this section?** (What planet Earth is)

Independent Reading Practice

READING ANALYSIS: IDENTIFY MAIN TOPIC Using p. 6 in *Planet Earth*, have children write about the page's main topic on p. 215 in the *Reader's and Writer's Journal*. Have children use text evidence.



WRITING IN RESPONSE TO READING Have children turn to p. 217 in the *Reader's and Writer's Journal* to review this prompt: *Why are illustrations used in the book instead of photos? If you had been the author, would you have used illustrations or photos? Use text evidence to explain your thoughts.* Have children write their responses on a separate sheet of paper.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to pay attention to how ideas and information are connected in informational texts. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT


Reading Wrap-Up

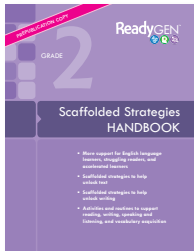


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Identify the main topic.  RI.2.2

Read fluently with accuracy.  FS.2.4.b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the main topic,
then...use the Reading Analysis lesson in small groups to help them understand how to ask questions about key details to figure out the main topic of a small section of text.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Reread p. 6 with children. Remind them that each sentence in this paragraph will provide different kinds of information about the same main topic. Have them look at each sentence and identify what question it could answer. For example: *Where is air found? Why do we need air? What do we find in the air? What is moving air called?* Then have them consider what the whole paragraph is about: *air*. Note that children can refer to the heading on this page as confirmation that this is the main topic.

ORAL READING

ACCURACY Explain that reading with accuracy means reading without mistakes. It means pronouncing all the words correctly and pausing in the right places as indicated by punctuation. Have children follow along as you read p. 4 of *Planet Earth*. Model reading with accuracy.

Have children read the same passage aloud, focusing on reading with accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify the main topic,
then...extend the Reading Analysis lesson by having children work with a partner to examine how the main topics covered by two paragraphs from the same page spread are related.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Have children work with a partner to identify the main topic of the text on p. 5. Guide their partner discussions with these prompts:

- **What information can the reader use on this page to figure out the main topic?** (Questions, answers, a diagram)
- **What information do the questions cover?** (What a planet is and how it moves, how Earth spins, how the movement of Earth causes day and night) **What is similar about the information covered by all three questions and the diagram?** (Possible response: They all provide information about the movement of Earth.)
- **What is the main topic of this page?** (Possible response: The ways Earth moves)

ORAL READING

ACCURACY Explain that reading with accuracy means reading without mistakes. It means pronouncing all the words correctly and pausing in the right places as indicated by punctuation. Have children follow along as you read p. 4 of *Planet Earth*. Model reading with accuracy.

Have children read the same passage aloud, focusing on reading with accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

Understand and identify key details.



Identify adjectives.



Writing

Informative/Explanatory Writing

USING KEY DETAILS

TEACH Explain that writers use key details, such as facts and definitions, to develop the ideas they have about their main topics. The details support a writer's ideas by answering questions such as *who*, *how*, *what*, *when*, *where*, *why*, *how much*, or *how many*. The main idea of a section of text should tell a point that an author is making about a topic. Then the details in that section of text should support this idea.

Talk about how an informational science book writer might develop his ideas by defining vocabulary words the reader needs to know in order to understand a topic. The writer might also provide facts about various living and nonliving things found in (and out of) the world. Then when the reader puts these key details together, the reader will be able to understand the writer's main idea.

During reading, readers can use facts and definitions to understand main ideas. They can keep some questions in mind as they read:

- What words does the writer define in the text and how does the writer provide these definitions?
- About which subjects does the writer provide facts, and what questions do these facts help the reader answer?
- What main ideas do these facts and definitions support?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children examine how a writer uses facts and definitions to support a main topic. Revisit p. 7:

Air is a mixture of gases. One of these gases is oxygen, which we need to breathe in order to live.

The writer provides a definition that explains what air is. The writer also provides facts about the importance of air to life on Earth.

Display another section of text from p. 7.

The atmosphere is the layer of air that covers Earth like a blanket...The atmosphere fades away the higher up it goes. There is no air at all many miles above Earth.

The writer gives a definition of *atmosphere* so that the reader can understand the next two facts about air on Earth and where it is found or not found.

Point out the writer has provided definitions and facts that work together to support the main idea that air is extremely important to life on Earth. Explain to children that when they are writing a piece of informative writing, they should use facts and definitions to develop their ideas in a similar way.

CONVENTIONS Adjectives

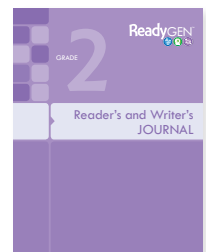
TEACH AND MODEL Remind children that adjectives describe nouns. Review how some adjectives tell *how many* or *what size*. These kinds of adjectives help writers describe facts in a more precise way.

There is no air at all many miles above Earth.

People climbing high mountains take air with them to breathe.

The adjective *many* tells the number of miles above Earth where there is no air. The adjective *high* describes the size of the mountains that would require climbers to carry air with them.

APPLY Pair children up. One child names something related to the topic of Earth. The other child names an adjective that could be used to describe the number or size of this thing. For additional practice with adjectives, have children turn to p. 218 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared writing task.



Write an informative text, using facts and definitions to develop points.

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How do writers develop ideas with facts and definitions?* and the Enduring Understanding: *Writers understand that informational writing is supported by facts and definitions.*

Explain that the class will write a piece of informational writing that introduces a topic and uses facts and definitions to develop points about planet Earth.

- **Choose a Topic**—Note that before children can start writing, they will need to pick a topic related to planet Earth.
- **Develop Points**—Next, explain that children will need to decide what their main idea will be, or what points they plan to develop during the course of their writing. Discuss how these points should be important things a reader might want to know about planet Earth.
- **Choose Supporting Facts and Definitions**—Note that writers do not include everything they know about a topic in a piece of writing about the topic. Instead, writers include only the facts and definitions that support the specific points they are making. Writers should define any words the reader needs to understand and describe facts that work together to make the topic clearer.
- **Write**—Explain that a writer should first introduce their topic, and then start to provide the key details that develop their ideas. If any parts of their ideas seem unclear or not well supported, they should go back and add more facts and definitions.

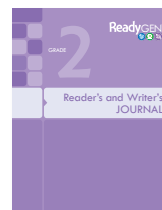
MODEL INFORMATIVE WRITING *Without air, people could not live on Earth. Air is full of oxygen, a colorless gas that people need to breathe. Because air is all around us on Earth, people can make their homes here. Air fades away the higher people go above Earth. If people go very high, they have to bring air with them.*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING Have children pick a topic in *Planet Earth* that interests them. Children will find definitions and facts that they can use to support their ideas about the topic. Then, on a separate sheet of paper, children will write an informative paragraph that introduces the topic and uses facts and details to develop their points about planet Earth. Children will turn to p. 219 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. pick a topic from the book that interests them.
2. write an informative paragraph that introduces the topic and develops points about planet Earth.
3. support their ideas with definitions and facts that tell true information about Earth.

Remind children to use *Planet Earth* to find text evidence, such as facts and definitions, that support ideas about their topic. Have children use adjectives to describe *how many* or *how much* in their writing.

USE TECHNOLOGY If available, have children use computers or electronic tablets to write their paragraphs.

Writing Wrap-Up



Have partners share and evaluate their writing focusing on how well the facts and definitions support the ideas being developed. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

DEFINING WORDS English language learners may struggle to write definitions for difficult words. Provide them with dictionaries, thesauruses, or other resources to use to research alternate ways to define the terms they are using in their writing.

STRATEGIC SUPPORT

ORGANIZE IDEAS For children who struggle to organize their thoughts and find details to support their ideas, provide them with Main Idea and Key Details graphic organizers. Have them fill in the three bottom boxes with facts or definitions that support their main ideas.

LESSON

3

LESSON 3 OBJECTIVE

Describe the connection between scientific ideas.



READING OBJECTIVES

Determine the meaning of words in text. RI.2.4

Use text evidence to answer questions during a close reading. RI.2.1

Read Anchor Text

Build Understanding

INTRODUCE Tell children that today they will reread part of *Planet Earth* to learn about different kinds of life found on Earth. Remind children to keep the following Enduring Understanding in mind as you reread pp. 8–11 and work through the lesson: *Writers understand that informational writing is supported by facts and definitions.*

LESSON 3 FIRST READ

Explore the Text

ENGAGE CHILDREN Introduce today's reading by having children consider what they know about living things on Earth and where they are found. Flip back to pp. 6–7 and examine the people and the birds shown in the illustration, discussing what might limit where these living things can go on Earth. Then review the Essential Question for this lesson: *How do writers develop ideas with facts and definitions?*

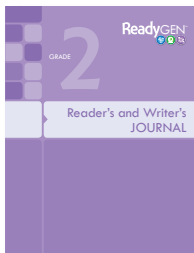
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Planet Earth* pp. 8–11 Reread pp. 8–11 aloud as children follow along in their books. Use the **Read Aloud Routine** on pp. TR40–TR43. As children read, they should focus on identifying the key details about the kinds of living things found on Earth and where they are found. Following the reading, discuss the questions below.

- Are the animals in the oceans the same as the animals on land? Why or why not?
- What is one thing you learned about the oceans?
- What questions do you have?

Have children use p. 211 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 3
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about the living things that make different parts of planet Earth their home. Use the following prompts to lead the discussion.

- **BY-THE-WAY WORDS** How can clues from the text help you figure out the meaning of *swoop* on page 8? (The text says that “birds swoop through the air,” so *swoop* must be a kind of way that birds can move.) Something that swoops moves quickly down through the air. What are some other things that might swoop down? (Possible responses: a swing, an airplane, a flying insect)
- **BY-THE-WAY WORDS** The text on page 8 says that animals can “burrow beneath” the ground. What might *burrow* mean? (It is something an animal does under the ground, so it probably means to dig through the dirt.)
- When you flip the flap on pages 8–9, what does the changing center illustration help you understand better about the main text? (The answer to the second question on p. 9 says that plants are living things because they grow. The picture shows what one plant—bamboo—looks like as it grows taller.) **Integration of Knowledge and Ideas**
- How is the ocean similar to land? (Possible responses: Just like the surface of land, the floor of the ocean has mountains and valleys. Living things make their homes in the ocean like living things make their homes on land.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

SUPERLATIVES English language learners may not yet understand the use of superlatives. Point out examples of superlatives on p. 9, such as *deepest*, *highest*, *hottest*, *coldest*, and *largest*. Underline the -est ending in each word. Explain that superlative adjectives are comparing three or more things. This comparison compares the objects to the highest degree. For example, no other oceans are as deep, no other mountains are as high, no other places are as hot or as cold, and no animal is as large.

STRATEGIC SUPPORT

CAUSE AND EFFECT To help children understand the cause-and-effect relationships behind some of the scientific concepts described in this book (such as what causes waves on p. 11), provide them with simple Cause and Effect graphic organizers to fill out. Remind children that an effect is what happens and a cause is why the thing happened.

READING OBJECTIVES

Identify how words supply meaning in an informational text.

RI.2.4

Correctly use words from the text.

L.2.6

Follow agreed-upon rules during collaborative conversations.

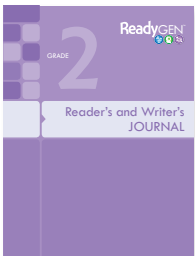
SL.2.1.a

Describe the connection between scientific ideas.

RI.2.3

BENCHMARK VOCABULARY

- oceans, p. 10
- salty water, p. 10



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Planet Earth*, p. 10, with the words *oceans* and *salty water*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *oceans*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the words *salty water*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. Review with children the structure of this book. Have children consider as a group what specific types of information the author uses to answer the questions. Provide a think-aloud model for children: [On page 11, the author asks the question, “How many oceans are there?” To answer this question, the author tells how many oceans there are, and gives their names.](#)

As a whole group, discuss other ways that the answers to the questions in this book are facts and definitions.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share an opinion about the helpfulness of the different ways the author provides information in this text to answer the questions: [What works best to help the reader understand the answer: providing facts, providing definitions, or providing both facts and definitions?](#) (Possible response: What works best is for the author to use both definitions and facts. The author should define any words that the reader might not know and then provide facts for interesting information.)



Reading Analysis

CONNECT SCIENTIFIC IDEAS Explain that describing the connection between different scientific ideas in a text can help readers better understand the book's topic. Some scientific ideas connect through a cause-and-effect relationship, where one thing makes another thing happen. Other scientific ideas connect because they can be compared and contrasted. Still other scientific ideas connect through grouping of similar ideas.

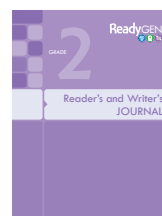
CITE TEXT EVIDENCE Have children review pp. 8–11. Use the following prompts to guide discussion about connections between scientific ideas:

- **Using text evidence, how might you connect all living things?** (Possible response: All living things live, grow, and breathe.)
- **How might you connect the different living things found on these pages?** (Possible response: Some ocean animals, such as turtles and whales, have flippers for swimming.)

Independent Reading Practice

READING ANALYSIS: CONNECT SCIENTIFIC IDEAS

Have children examine pp. 8–11 and use text evidence to describe other connections they can make between the scientific ideas presented on these pages. Have them write about these connections on p. 216 in the *Reader's and Writer's Journal*.



WRITING IN RESPONSE TO READING Have children turn to p. 217 in the *Reader's and Writer's Journal* to review this prompt: *How does the illustration under the flap on page 10 help you understand the ocean? Use text evidence to explain.* Have children write their responses on a separate sheet of paper.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to pay attention to ways writers develop ideas with definitions and facts. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

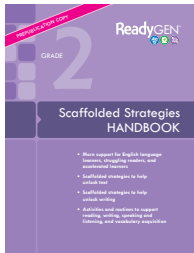
Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Describe the connection between scientific ideas.



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to describe the connection between scientific ideas,

then...use the Reading Analysis lesson in small groups to help them understand how to connect ideas by grouping similar things.

If...children need extra support to understand this question-and-answer text,

then...use the Close Reading Workshop in small groups to provide scaffolded support for pp. 8–9.

READING ANALYSIS

Focus children's attention on the pictures on p. 9 and p. 11 and the titles for each set of pictures. Discuss how the titles explain how the author has grouped living things in two different ways: life on Earth and, more specifically, life in the ocean. Then have children identify which animal from p. 9 is found in the ocean (the blue whale). Discuss how another way to group animals is seen on p. 11: life found in the ocean.

CLOSE READING WORKSHOP

READ *Planet Earth* pp. 8–9 Read the text on these pages aloud as children follow along. Then discuss the following questions with the group. Have children use text evidence to support their answers.

- 1 What reason does the author provide to explain why Earth is full of life? (There is air and water on Earth.)
- 2 In what ways does the author provide information to answer the third question on page 9? (Possible response: The author provides a fact: the blue whale is the largest animal. The author also provides an example of how a blue whale whale is as heavy as 2,500 people. This helps the reader understand just how large the whale is. A labeled picture shows the reader what the whale looks like.)
- 3 What connection between pandas and bamboo does the main picture on page 8 help the reader understand? (Possible response: The picture shows pandas eating the bamboo plant.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to describe connections between scientific ideas,

then...extend the Reading Analysis lesson by having children connect facts and definitions from previous parts of a text to scientific ideas found later in the text.

READING ANALYSIS

Discuss how it is helpful for readers to keep in mind the facts they have read earlier in a text as they learn new ideas further on in the text. Guide partner discussions with these prompts:

- On page 8, the text says that “Planet Earth is full of life because there is air and water here.” What is a scientific fact from a previous page that you could connect to this idea to help you understand it better? (Possible response: The text on p. 7 says that oxygen, which is found in air, is something “we need to breathe in order to live.” I can connect that fact to that statement on p. 8.)
- On page 11, the text says that “Waves are made by wind blowing across the ocean.” What is a scientific idea from a previous page that you could connect to this idea to help you understand it better? (Possible response: The text on p. 6 says that we call air “wind when it moves.” Remembering that definition helps me understand that the wind blowing across the ocean to make waves is moving air.)

WRITING OBJECTIVES

Connect scientific ideas within a text.



Identify adjectives.



Writing

Informative/Explanatory Writing

WRITING WITH SCIENTIFIC IDEAS

TEACH Explain that when preparing to write about a scientific topic, writers do research to find facts and definitions they can use in their writing to support their ideas. The facts and definitions should help writers connect the scientific ideas about which they are writing. This, in turn, will help the reader understand the information more clearly.

Review some of the ways a writer might connect scientific ideas:

- to explain a cause-and-effect relationship.
- to group similar ideas together.
- to compare and contrast two things, such as types of animals or habitats.

During reading, readers can look for ways the writer is providing information to help the reader connect scientific ideas. Have children keep some questions in mind as they read:

- How are the things about which I am reading alike?
- How are the things about which I am reading different?
- How do the things about which I am reading affect one another?
- What information that I have already read helps me better understand what I am reading now?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children examine how a writer arranges facts and definitions to connect scientific ideas. Revisit p. 8:

Fish swim in the oceans, birds swoop through the air, and many other animals run on the ground or burrow beneath it.

The writer connects these facts by telling how different animals move.

Display samples of text from pp. 8–10.

p. 8: Fish swim in the oceans.

p. 9: There are things living in the deepest oceans.

p. 10: Most of Earth is covered in blue oceans of salty water.

The writer talks about oceans on three different pages. Each time the writer provides slightly different information, making connections between each of the facts on these pages.

Point out that writers can use text structure to organize facts in order to make it easier for the reader to connect the facts to one another. Writers can also help readers connect scientific ideas related to one topic by returning to the topic again and again, repeating part of the information but adding new details, too.

CONVENTIONS Adjectives

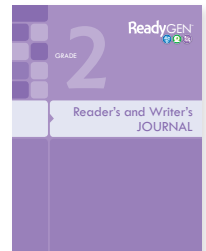
TEACH AND MODEL Remind children that adjectives describe nouns. Review how adjectives provide additional information about an object. Adjectives make facts more specific and descriptive. They answer questions a reader might have about an object.

The blue whale is the *largest* animal on Earth.

Most of Earth is covered in *blue* oceans of salty water, full of fish and other living things.

The adjective *largest* tells why the blue whale is remarkable—it is bigger than all other animals. The adjective *blue* describes what the oceans look like. The adjective *salty* tells what kind of water is found in the oceans.

APPLY Have children examine the illustrations on pp. 8–11, make a list of a few things they see in the pictures, and then add adjectives to each noun to make descriptive phrases that tell about each thing. For additional practice in identifying adjectives, have children turn to p. 218 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.

 W.2.2, W.2.7

Identify connections between scientific ideas in a text.

 RI.2.3

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How do writers develop ideas with facts and definitions?* and the Enduring Understanding: *Writers understand that informational writing is supported by facts and definitions.*

Explain that the class will do research and use facts and definitions to write a piece of informational writing about one of the living things discussed in *Planet Earth*.

- **Choose a Topic**—Review *Planet Earth* with children to identify examples of living things that children could write about. Have children think of questions they have about these living things. They can use these questions to guide their research.
- **Research**—Have the class vote on a living thing to research. Then have them research facts and definitions that tell about this topic. Brainstorm with children a list of trustworthy resources a writer might use to do research, such as encyclopedias, informational books, scientific magazines, and educational websites.
- **Connect Ideas When Writing**—Together, write an informative paragraph about the chosen living thing. Use facts and definitions from the research done together. Explain that as a writer writes about a scientific topic, facts or definitions the writer includes should connect to the topic and to each other.
- **Revise**—After writing the first draft, you may want to reread and revise it. Remind children that once a writer has written a first draft, the writer should reread the draft and revise it. Any facts or definitions that do not help connect the scientific ideas in the text to one another can be deleted.

MODEL INFORMATIVE WRITING *The deep-sea anglerfish lives at the bottom of the sea. The sunlight does not reach that far down. Therefore, the deep-sea anglerfish must get food in a smart way. This fish has a long thin lure, or object that attracts other fish, growing from its back. This lure hangs in front of its mouth. This lure can light up in the dark. The anglerfish moves the lure like an angler, or a person fishing. Little fish are attracted to the lure. Then the anglerfish opens its mouth and eats them.*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING Have children review what they read in *Planet Earth* and pick a living thing that interests them to write about. Children will do research to find definitions and facts that they can use to write about the living thing they have picked. Then, on a separate sheet of paper, children will write an informative paragraph that tells about their living thing. Children will turn to p. 220 in the *Reader's and Writer's Journal* to review the writing activity steps. Have children:



1. pick a topic about which they are interested in learning more.
2. do research to collect facts and definitions related to this topic.
3. write an informative paragraph that includes facts and details that are connected to the living thing they are writing about.

Remind children to use *Planet Earth* as a starting point for finding a few facts and definitions that they can use in their writing. Have children use descriptive phrases in their writing.

USE TECHNOLOGY If available, have children complete their writing on computers or electronic tablets.

Writing Wrap-Up



Have partners share their writing and identify how the facts and definitions in the writing connect to the scientific ideas of the main topic. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

DESCRIPTIVE ADJECTIVES Children may struggle to use adjectives to describe facts with more precision. Have children collect examples of adjectives in a small booklet, sorting them into groups such as adjectives that tell number, size, color, and what kind. Suggest that children continue to add to the booklets as they come across new adjectives in reading and conversation.

STRATEGIC SUPPORT

TAKE NOTES Help children use guiding questions to stay organized while doing research. Have them write three questions about their animals at the top of three different sheets of paper. Children then record facts and definitions that help answer each question on each sheet of paper.

**LESSON 4
OBJECTIVE**

Explain how pictures and diagrams contribute to and clarify the text.



RI.2.7

**READING
OBJECTIVES**

Determine the meaning of words as used in text. RI.2.4

Use text evidence to answer questions during a close reading. RI.2.1

Read Anchor Text

Build Understanding

INTRODUCE Have children review what they have learned so far about what it is like above and on the surface of Earth. Then have children focus on the following Enduring Understanding as you reread pp. 12–17 and work through the lesson: *Learners understand that change can happen quickly and create challenges.*

**LESSON 4
FIRST READ**

Explore the Text

ENGAGE CHILDREN Introduce today's reading by having children consider what it might be like to travel inside Earth. Flip ahead to preview the headings, illustrations, and diagrams on pp. 12–17. Then review the Essential Question for this lesson: *How are ideas, events, and information presented in a text?*

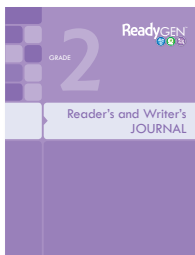
Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Planet Earth* pp. 12–17 Reread pp. 12–17 aloud as children follow along in their books. Use the **Read Aloud Routine** on pp. TR40–TR43. As children read, they should focus on identifying the key details in each section about what is found inside Earth and how things that happen inside Earth can affect life on the surface. Following the reading, discuss the questions below.

- What is found under the Earth's surface?
- What do you think it would be like to experience an earthquake?
- What questions do you have?

Have children use p. 211 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



See **Routines** on TR28–TR75.

LESSON 4
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about ways that changes on Earth can happen quickly. Use the following prompts to lead the discussion.

- **BY-THE-WAY WORDS** Using text clues on page 13, what happens when something *melts*? (Heat must make things melt because the text says that it is “so hot that the rocks melt.” The text also says that melting things turns them into a liquid. The word *melts* must mean “to change from a solid to a liquid.”)
- **BY-THE-WAY WORDS** What is a *liquid*? (It is something that can flow freely.) Aside from rock that has melted to become a *liquid*, what is another example of a *liquid* mentioned in *Planet Earth*? (The water that fills oceans)
- **BY-THE-WAY WORDS** How does understanding what a liquid is help you understand what *solid* means on page 12? (The text on p. 12 says that the first layer of rock inside Earth is *solid*, so this must be what the rock is like before heat melts it into a liquid. Therefore, *solid* must mean hard and stuck in one shape because that is what rocks are normally like.)
- What are some effects of an earthquake? (Possible responses: An earthquake may cause cracks to appear in the ground and buildings to crack, crumble, or fall down.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand that words they have learned to use one way in everyday English may be used in slightly different ways to label scientific concepts. Discuss how the *core* of an apple is the center part of the apple and the *core* of Earth is found in the center of Earth. However, an apple core is full of seeds, and Earth’s core is a huge ball of metal. Note that both meanings of *core* are used to label something found in the middle of an object. Repeat with *mantle* and *crust* (both p. 12) and *plates* (p. 15).


STRATEGIC SUPPORT

SCIENCE CONCEPTS Children may need extra help to understand scientific concepts in a text. Help them use their own words to write definitions of *solid* and *liquid* and then write simple statements that explain the relationship between the two states of matter: *When solid rock is heated, it becomes liquid. When liquid rock cools, it becomes solid.* As necessary, provide another example by flipping back to p. 10 and discussing how water can freeze into solid ice and then melt into a liquid again.

READING OBJECTIVES


Identify how words supply meaning in an informational text.

 RI.2.4

Correctly use words from the text.  L.2.6

Ask clarifying questions during collaborative conversations.

 SL.2.1.c

Identify images that contribute to and clarify a text.  RI.2.7

BENCHMARK VOCABULARY

- scrape, p. 15
- quake, p. 15

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Planet Earth*, p. 15, with the words *scrape* and *quake*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *scrape*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *quake*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



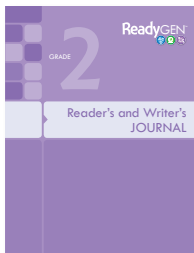
COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31. Note that *Planet Earth* discusses ways that changes can create challenges for people on Earth. Focus on how the text and pictures work together, helping readers to understand how and why these changes occur. Provide a think-aloud for children: *On page 15, the diagram titled “Why the ground shakes” explains why this kind of change occurs. The author uses words and phrases like most of the time and move slowly to describe the usual state of the plates, and suddenly slip to explain that plates change by slipping more rarely.*

Have pairs discuss other ways the text and images explain how changes can happen quickly.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share an opinion about the following question: *Which sudden change creates a greater challenge for people on Earth: an earthquake or a volcano?* (Possible response: An earthquake creates a greater challenge because it can affect places people live by destroying train tracks and buildings.)



Language Analysis

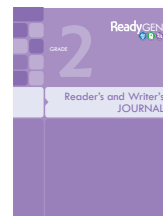
ANALYZE IMAGES Explain that a diagram shows parts of something or how something works. In a cutaway diagram, part of the object being shown is “cut away” to reveal the inside of the object. Giving readers a picture to look at can help them better understand ideas the author is explaining.

CITE TEXT EVIDENCE Have children consider how a cutaway diagram helps them better understand text. Use the following prompts to guide discussion about the cutaway diagram on p. 12:

- **What does this diagram show before you flip the flap?** (The surface of Earth with land and oceans) **How does the diagram change when you flip the flap?** (Part of Earth has been “cut away” to show layers inside Earth.)
- **What is “cut away” in the diagram on the right side of page 13?** (The ground under Earth’s surface layer has been cut away.) **How does this diagram help you understand the main diagram better?** (It shows details of the crust layer.)

Independent Reading Practice

LANGUAGE ANALYSIS: ANALYZE IMAGES Have children examine the volcano diagram on pp. 16–17. Then have them turn to p. 214 in the *Reader’s and Writer’s Journal* and explain how it helps them understand volcanos.



WRITING IN RESPONSE TO READING Have children turn to p. 217 in the *Reader’s and Writer’s Journal* to review this prompt: *How is the cutaway of Earth on p. 12 similar to the underwater view under the flap on p. 10?* Use text evidence to explain.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to pay attention to the different ways that change can happen quickly and create challenges for people. Use the **Independent Reading Routine** on pp. TR48–TR51.

Reading Wrap-Up



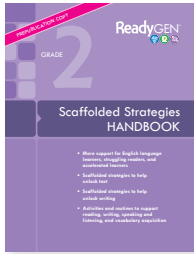
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Identify images that contribute to and clarify a text.



Read fluently with expression. FS.2.4.b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to explain how a cutaway diagram contributes to and clarifies a text,

then...use the Language Analysis lesson in small groups to help them understand how diagrams contribute to the meaning of the text.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Have children examine the main picture on p. 16 before the flap is flipped. Discuss how this is what the outside of a volcano looks like. Then have children flip the flap and identify how the picture has changed. Tell children to imagine that a large knife has sliced the side of the volcano off so they can see inside. Then review the text on pp. 16–17 to show children how parts of the diagram illustrate concepts in the text. For instance, the text on p. 16 tells how volcanoes “can throw out smoke and fire,” and the text on p. 17 says that “lava is very hot liquid rock from deep inside Earth” that “sometimes flows out of volcanoes.” These concepts are illustrated in the diagram. Emphasize how diagrams help readers better understand what the text is explaining.

ORAL READING

EXPRESSION Remind children that punctuation can help them read with expression. They should read with excitement when they see an exclamation point and pause for commas, ellipses, colons, and periods. Have children follow along as you read aloud p. 12 of *Planet Earth*. Model using punctuation cues to read with expression.

Have children read the same passage aloud with expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to explain how a cutaway diagram contributes to and clarifies a text,

then...extend the Language Analysis lesson by having children examine how looking at two diagrams together can help them understand a topic better.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Explain that readers can connect scientific ideas in a text by comparing diagrams and illustrations in that text. Have partners make connections as they compare diagrams in *Planet Earth*. Guide discussion with these prompts:

- Compare the Earth diagram on pages 12–13 with the volcano diagram on page 16. What connections can you make between these diagrams? (Possible response: The volcano diagram shows how hot lava moves up and out onto Earth's surface. The Earth diagram shows where the lava comes from.)
- Compare the volcano diagram on page 16 with the series of pictures on page 17. What connections can you make? (Possible response: The cutaway diagram shows layers of cooled rock that formed a volcano over time. The pictures show how a volcano forms an island.)

ORAL READING

EXPRESSION Remind children that punctuation can help them read with expression. They should read with excitement when they see an exclamation point and pause for commas, ellipses, colons, and periods. Have children follow along as you read aloud p. 12 of *Planet Earth*. Model using punctuation cues to read with expression.

Have children read the same passage aloud with expression. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

Identify text features to locate information.



RI.2.5

Identify adjectives.



L.2.1.e

Writing

Informative/Explanatory Writing

USING DIAGRAMS

TEACH Explain that although writers can use precise and vivid language to describe the facts and definitions that they use to support their ideas, including a diagram is often the best way to convey information clearly to the reader. Review what children have learned about how a diagram can contribute to and clarify text, making ideas easier to understand.

During reading, readers can keep some questions in mind as they make connections between diagrams and the text:

- What is the main topic of this diagram? Does the diagram have a title that will give me a clue?
- Is this diagram showing me the parts of something or telling how something works? Does it have labels that explain the diagram?
- How does the diagram relate to the text? Are any words repeated in the text and in the diagram's labels?
- After looking at the diagram, what do I understand better about the text?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children examine how a writer uses a diagram to give the reader a clearer understanding of facts and definitions related to the topic. Revisit the text on p. 12.

If you dug a hole under your house, you might find many things: soil or concrete...even tunnels or caves! But beneath that, inside Earth, you would soon reach a thick layer of solid rock.

In the main text, the writer introduces the idea of digging into the ground to find what is hidden in the Earth. The text says that “a thick layer of rock” is eventually reached.

Next, examine the title and labels from the diagram on p. 13. Point to the person with the shovel and discuss how this image links the diagram to the text about digging a hole under your house.

Inside Earth's surface layer
plant roots and a water pipe
ancient ruins
fossils

The title connects this diagram to the text "inside Earth" from page 12. The diagram also shows what is found in the dirt layer located above the layer of rock. The labels give information about objects not mentioned in the text that can be found underground.

Explain to children that when they are writing a piece of informative writing, they can include diagrams with labels to clarify text information or to provide the reader with additional information.

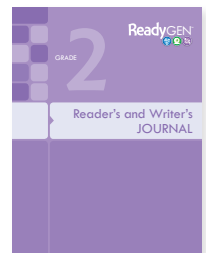
CONVENTIONS Adjectives

TEACH AND MODEL Remind children that adjectives describe nouns. Review how adjectives provide additional information about a thing. Note that the same noun can be described by different adjectives.

thick layer of solid rock
surface layer
hot liquid rock

The adjective *thick* describes the depth of one kind of layer, while the adjective *surface* describes what type of layer another layer is. The noun *rock* can be described by adjectives such as *solid* or *hot* and *liquid* depending on whether the rock is melted or not.

APPLY Have children find other examples of adjectives describing nouns on pp. 12–17, such as *huge fireworks* (p. 16) or *new islands* (p. 17). Then have children think of other adjectives that could be used to describe these same nouns. For additional practice with adjectives, have children turn to p. 218 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.

 W.2.2, W.2.7

Identify text features to locate information.

 RI.2.5

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How are ideas, events, and information presented in a text?* and the Enduring Understanding: *Learners understand that change can happen quickly and create challenges.*

Explain that the class will do research and use facts and definitions to write about how the land changes on planet Earth. To clarify their writing, they will also draw a diagram to help convey information.

- **Choose a Topic**—Ask children to review examples from *Planet Earth* of ways the land changes. Then take a class vote to choose one type of change to research briefly.
- **Do Research**—As a class, pick two quick ways to research this topic. For example, the class might look for more information on trustworthy websites or in informational science books.
- **Take Notes**—Ask children to identify useful facts and definitions from the research that can be used to write about the topic. Record these facts and definitions on chart paper for the class to reference as they write. In particular, children should look for information that will help them create a diagram related to the topic.
- **Write a Draft**—Once children have collected facts and definitions about the topic and have gathered information to use in a diagram, begin the writing. Begin writing about the topic. Prompt for volunteers to give you additional ideas to add to the writing. Work together to sketch and label a diagram that contributes to the text.
- **Revise**—Once the class has finished a first draft of the shared writing and an initial version of the diagram, revise both by looking for ways to make the connection between the text and the diagram clearer. *Does the text refer to the same information displayed in the diagram? Does the diagram need a clearer or more descriptive title? Does the diagram have clear, descriptive labels to tell about all of its parts?*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING Have children pick one change talked about in *Planet Earth* to research and write about. Children can use text evidence from *Planet Earth* as well as doing their own research. Next, on a separate sheet of paper, children will use their research to write an informative paragraph that tells one way the land changes. Then they will draw a diagram that contributes to their writing. Children will turn to p. 220 in the *Reader's and Writer's Journal* to review the writing task. Diagrams can be drawn on a separate sheet of paper. Have children:



1. pick a topic related to ways Earth changes.
2. do research to collect facts and definitions to support their topic.
3. write an informative paragraph that explains the change they researched.
4. draw a diagram to support their writing.
5. revise to strengthen connections between the writing and the diagram.

Remind children to use the text and diagrams from *Planet Earth* as models. Make sure children use adjectives to describe nouns.

USE TECHNOLOGY If available, have children use a computer or an electronic tablet to do their writing on.

INDEPENDENT

Writing Wrap-Up



Ask partners to share their writing and diagrams with each other. Have each partner summarize how the diagram helps them better understand the text. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

LABELS English language learners may find it difficult to determine the words to use as labels for their diagrams. Pair them with more proficient speakers to assist in writing accurate and descriptive labels.


STRATEGIC SUPPORT


LABELS Have children who struggle to write good labels for a diagram ask themselves what their reader needs to know most about the diagram. Have them revise their work to delete any unnecessary labels and to edit other labels down to a couple of words or a short phrase at most.

**LESSON 5
OBJECTIVE**

Describe the connection between scientific ideas in a text.  **RI.2.3**

**READING
OBJECTIVES**

Determine the meaning of words in a text.  **RI.2.4**

Use text evidence to answer questions during a close reading.  **RI.2.1**

Read Anchor Text

Build Understanding

INTRODUCE Have children identify some of the ideas they remember reading in this informational science question-and-answer book. Then have children focus on the following Enduring Understanding as you reread parts of the book and work through the lesson: *Readers understand ideas and information are connected in informational texts.*

**LESSON 5
FIRST READ**

Explore the Text

ENGAGE CHILDREN Introduce today's reading by having children consider what questions the author chose to ask and answer. Then review the Essential Question for this lesson: *How are ideas, events, and information presented in a text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Planet Earth* pp. 14–17 Reread pp. 14–17 aloud as children follow along in their books. Use the **Read Aloud Routine** on pp. TR40–TR43. As children read, they should focus on identifying the key details about the events that take place when sudden changes occur on planet Earth. Following the reading, discuss the questions below.

- What causes an earthquake to happen?
- What is lava?
- What questions do you have?

Have children use p. 211 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



See **Routines** on TR28–TR75.

LESSON 5
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about what happens when Earth undergoes sudden changes. Use the following prompts to lead the discussion.

- **BY-THE-WAY WORDS** What are some ways the text and illustrations on pages 16–17 help you understand what the word *lava* means? (Possible responses: The text defines *lava* as “very hot liquid rock from deep inside Earth.” The text explains that lava comes out of volcanoes and can sometimes form new islands. The diagrams show what lava looks like when it comes out of a volcano.)
- **BY-THE-WAY WORDS** Use text clues from pages 16–17 to summarize the difference between a mountain and a *volcano*. (A volcano is a special kind of mountain that can erupt, throwing out lava, smoke, and flames.)
- **BY-THE-WAY WORDS** Use the pictures on page 17 to explain what the word *erupts* means. (Possible response: When something *erupts*, it lets something held inside of it burst out, just like the top picture of the underwater volcano shows.)
- What do the illustrations and diagrams on pages 14–17 help you understand about the effect sudden changes on Earth have on animals? (Possible response: The earthquake picture shows the tortoise hiding in its shell. Both the earthquake picture and the volcano picture show birds flying away. Therefore, sudden changes can scare animals as well as people.) **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

CAUSE AND EFFECT If English language learners have difficulty describing effects caused by sudden changes on Earth, provide sentence frames to use. For example, examine the illustration on pp. 14–15 and provide children with sentence frames: *Before the earthquake, the _____ is _____. After the earthquake, the _____ is _____. If needed name objects in the picture that children could examine, such as the train tracks, building, power lines, birds, and tortoise.*

STRATEGIC SUPPORT

COMPOUND WORDS If children cannot figure out the meaning of compound words, remind them of the strategy of studying an unfamiliar word to see if it can be broken apart into more familiar words. Point out *earthquake* (p. 14), *underground* (p. 15), and *underwater* (p. 17) and work with children to break each word apart into smaller, known words. Then help children define the smaller words and put the meanings together to define each compound word.

READING OBJECTIVES

Identify how words supply meaning in an informational text.

 RI.2.4

Correctly use words from the text.

 L.2.6

Identify the main purpose of the text.

 RI.2.6

Build on others' talk in conversations by linking their comments to the remarks of others.

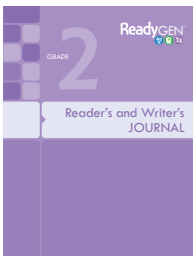
 L.2.1.b

Describe the connection between scientific ideas in a text.

 RI.2.3

BENCHMARK VOCABULARY

- island, p. 17
- formed, p. 17



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Planet Earth*, p. 17, with the words *island* and *formed*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *island*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *formed*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. Discuss how details in a text help readers understand a text's main purpose. Provide a think-aloud to model how the details and main purpose in *Planet Earth* are connected: *The headings of the last two sections are Earthquakes and Volcanoes. When I look closely at the information in these sections, I see illustrations and diagrams that provide facts about these changes and what effects they cause. I think the purpose of these sections is to provide readers with information about how the Earth changes. This connects to the text's main purpose.*

As a whole class, discuss how the key details in different parts of an informational text can help readers identify the text's main purpose.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share an opinion about the following question: *Which section did you find most useful to help you understand the main purpose of the text?* (Possible response: I found the section on pp. 12–13 helpful. Learning about the layers inside Earth gave me the facts I needed in order to understand why changes on Earth happen.)

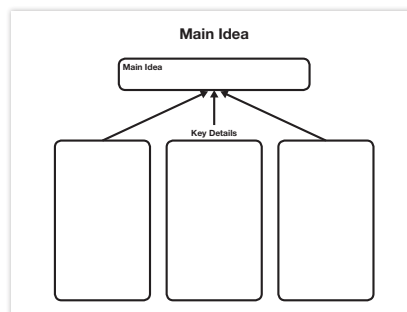


Reading Analysis

DESCRIBE CONNECTIONS Explain that describing connections between different scientific ideas in a text can help readers identify the main idea.

CITE TEXT EVIDENCE Have children use a Main Idea graphic organizer to note some key details they read on pp. 14–15. Then discuss how the details connect to one another and what clues they provide about the section’s main idea. Use the following prompts to guide discussion:

- **Name a key detail from the text and illustration on page 14.** (Possible response: During an earthquake, the earth shakes and cracks. Buildings may be damaged.)
- **Name a key detail from the text and diagram on page 15.** (Possible response: Earthquakes happen when the plates that usually move slowly below Earth’s surface suddenly slip.)
- **Summarize the main idea of this section.** (Possible response: Earthquakes are caused by sudden changes under the Earth’s surface and can cause great damage.)



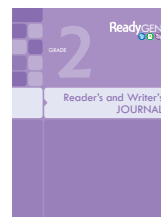
Independent Reading Practice

READING ANALYSIS: DESCRIBE CONNECTIONS Have children use another Main Idea and Key Details graphic organizer to record some of the key details they read in a different section in *Planet Earth*.

WRITING IN RESPONSE TO READING Have children turn to p. 217 in the *Reader’s and Writer’s Journal* to review this prompt: *Using text evidence, tell whether you like informational text when it is in a question-and-answer format.*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for connections between facts. Use the **Independent Reading Routine** on pp. TR48–TR51.




INDEPENDENT


Reading Wrap-Up

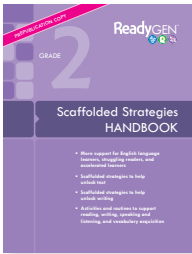


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Describe the connection between scientific ideas in a text.  RI.2.3

Compare main ideas.  RI.2.9, RI.2.6



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to describe the connection between scientific ideas in a text,

then...use the Reading Analysis lesson in small groups to help them identify and connect these scientific ideas.

If...children need extra support to understand this question-and-answer text,

then...use the Close Reading Workshop in small groups to provide scaffolded support for pp. 8–9.

READING ANALYSIS

Review how scientific ideas can connect to each other to help readers understand a main idea. Look at pp. 12–13 and model asking questions to identify key scientific ideas: *What does the text on page 12 tell me? What information is shown in the main illustration? What do I learn from the diagram on page 13? What facts do I learn from the three questions?* Record answers to these questions in the graphic organizer. Then connect the scientific ideas to summarize the section's main idea.

CLOSE READING WORKSHOP

READ *Planet Earth* pp. 16–17 Read these pages aloud as children follow along. Then discuss the following questions. Have children use text evidence to support their answers.

- 1 **What words help the reader understand what a volcano looks like when it erupts?** (*Like huge fireworks* describes what it looks like when smoke and fire erupt from the volcano.)
- 2 **Summarize how an underwater volcano turns into an island.** (Possible response: Each time the volcano erupts, a new layer of hot liquid rock flows over the top and cools into solid rock. Slowly the volcano grows taller and finally pokes above the water's surface.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to describe the connection between scientific ideas in a text,

then...extend the Reading Analysis lesson by having children compare how the main ideas from different sections connect.

READING ANALYSIS

Pair children and have partners discuss how different sets of key details might support similar types of main ideas. Guide their partner discussions with these prompts:

- Think about the key details and main ideas on pages 14–15 and pages 16–17. How are the main ideas alike? (Possible response: Both sections provide information about changes that happen to Earth.)
- Think about the key details and main ideas on pages 6–7 and pages 12–13. How are the main ideas alike? (Possible response: Both sections discuss what it is like in different places related to Earth. Pages 6–7 explain what it is like to travel up through the layers of the atmosphere, while pages 12–13 explain what it is like to travel down through the layers inside Earth.)
- Have partners work together to examine the key details and main ideas from other sections in the text. Then have them identify how the main ideas from these sections are alike.

WRITING OBJECTIVES

Identify the main topic of a text.



RI.2.2

Identify adjectives.



L.2.1.e

Writing

Informative/Explanatory Writing

WRITING A SUMMARY

TEACH Review how a summary of a text includes only the most important information from the text. By identifying the key details in a text, a reader can figure out and summarize its main idea. Being able to write a summary of a text demonstrates that the reader has understood what the writer is saying.

During reading, readers can ask questions that will help them summarize a text. Remind children to keep these questions in mind:

- What is the author's purpose for writing this text?
- What facts and definitions can I find in this text?
- What information do I see in the headings, illustrations, or diagrams?
- What connections can I make between the text and illustrations?
- How can I connect the key details to understand the main idea?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children examine how a writer writes a summary using the key details from a text. Provide the beginning of a sample summary of pp. 16–17 in *Planet Earth*.

Volcanoes can cause great changes on Earth.

The writer states the text's main idea in his own words. The writer uses key details from the text and illustrations to help summarize the main idea.

Provide the rest of the sample summary of pp. 16–17.

Sometimes volcanoes blow smoke and fire out of their top. Lava pours down their sides. This can scare away the animals that live near the volcano. Other times, underwater volcanoes erupt. Lava pours out of them, too. The lava cools into rock and the volcanoes turn into islands.

The writer uses the key details gathered from studying pages 16–17 to summarize two changes that volcanoes can cause: scaring away animals and making new islands.

Remind children that when they write a summary, they should not repeat every single detail from the text. They should instead use the connections between key details to help them summarize the main idea.

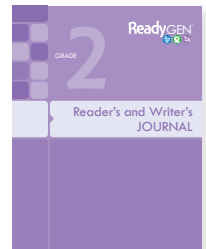
CONVENTIONS Adjectives

TEACH AND MODEL Remind children that adjectives describe nouns. Explain that sometimes an adjective that describes a noun may come after the noun in a sentence.

Not all mountains are quiet and still.

The adjectives *quiet* and *still* describe mountains.

APPLY Have children use adjectives from the book to write their own sentences. Have children write sentences in which the adjective or adjectives that describe the noun occur after the noun. For additional practice with adjectives, have children turn to p. 218 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.

 W.2.2, W.2.7

Identify the main topic of a text.

 RI.2.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How are ideas, events, and information presented in a text?* and the Enduring Understanding: *Readers understand ideas and information are connected in informational texts.*

Explain that during Independent Writing Practice, children will use *Planet Earth* as a guide to create a mindmap, or Concept Web, that explains what they know about our planet and how it changes. Then they will write a summary of the information in their completed mindmaps.

As a shared writing project, children will work as a class to create a mindmap for and summarize only one part of the text.

- **Pick a Topic for the Mindmap**—Have children review a portion of *Planet Earth* and select and vote on a word, short phrase, and/or image to put at the center of the class mindmap. This is the Topic.
- **Add Key Details to the Mindmap**—Again as a class, identify key details related to the topic. Add these key details to lines that extend out from the center of the mindmap.
- **Develop the Mindmap**—Work as a class to add more words and images to develop each section, or key detail, of the mindmap.
- **Write a Summary**—Using the information from the center of the mindmap as your main idea and the details from the branches as your supporting evidence, work as a class to write a summary of this part of the text. Remind children to describe and explain the ideas using their own words but citing evidence for support from the text and illustrations from *Planet Earth*.



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING Have children consider what they have learned from reading *Planet Earth*. Have them organize one of the main ideas and key details by creating a mindmap. Children will then write a summary of the information in the mindmap. Mindmaps and summaries will be done on a separate sheet of paper. Have children turn to p. 220 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. use what they have learned from *Planet Earth* to pick a central idea for their mindmap.
2. collect key details from the text, illustrations, and diagrams in *Planet Earth*. Add these to the branches of their mindmaps.
3. write summaries of their mindmaps.

Remind children to make connections between key details to understand main ideas. Make sure children use adjectives in their writing.

USE TECHNOLOGY If available, have children use a computer or an electronic tablet to write summaries of their mindmaps.

Writing Wrap-Up



Ask volunteers to share their mindmaps and summaries with the class. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

LABELING IMAGES English language learners may struggle to come up with enough words to add several branches to their mindmaps. Have children draw pictures to show their ideas. Then pair them with more proficient English speakers, have them explain their drawings orally, and have the partner help them create and write labels for the images.

STRATEGIC SUPPORT

MINDMAPPING Some children may find it hard to limit themselves to just a few, well-focused branches on their mindmap. Remind children to pause and think before adding a new image, word, or phrase to make sure it strongly connects to their main idea.


LESSON

6

LESSON 6 OBJECTIVE


Identify the main topic.  RL.2.2

READING OBJECTIVES

Determine word meanings.  RL.2.4

Use text evidence to answer questions in a close reading.

 RL.2.1

 See Text Complexity Rubrics on pp. TR92–TR95.

Read the Text

Build Understanding

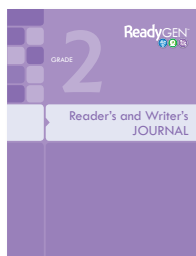
INTRODUCE Remind children that they have already read a historical fiction story about earthquakes. Today they will be reading an informational text called *Danger! Earthquakes* in the *Text Collection* that gives facts and details about earthquakes. Explain that the Enduring Understanding for this lesson is: *Readers understand ideas and information are connected in informational texts.*

LESSON 6 FIRST READ

Explore the Text

ENGAGE CHILDREN Introduce the text, *Danger! Earthquakes*, on p. 12 of the *Text Collection*. Explain that it is an informational text, which is a text that gives factual information. Have children preview the text and ask them to point out clues, such as photographs, maps, and diagrams, that show that this is an informational text about earthquakes. Then tell children the Essential Question to focus on today: *How are ideas, events, and information presented in a text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Danger! Earthquakes* As you introduce this text for the first time, read it aloud as children follow along in their own books. Use the **Read Aloud Routine** on pp. TR40–TR43. As children revisit the text throughout the lesson, they can read on their own as they are capable. In this first reading, children should focus on understanding the “gist” of the text, or the main ideas and details about earthquakes. Discuss the questions below.

- Which two states have the most earthquakes? How many do they have?
- Are earthquakes preventable? How can we limit the damage they cause?
- What questions do you have?

Have children use p. 221 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 6
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about the information presented about earthquakes in the text. Use the following prompts to lead the discussion.

- **Why is it surprising that earthquakes cause so much damage?** (It's surprising because most earthquakes last for a minute or less.)

Key Ideas and Details

- **BY-THE-WAY WORDS** On page 15, the author tells us that earthquakes cause more damage than any other natural disaster. What is *damage*? (*Damage* is harm or destruction caused by something.) What is a *disaster*? (A *disaster* is an event that causes great destruction or damage, like an earthquake.) What examples does the author give of the damage caused by earthquakes? (He says that they can knock down buildings and wreck highways. They can destroy whole cities and towns.)
- On page 15, how does the photograph support the details about the damage that earthquakes cause? (The text on page 15 says that earthquakes can knock down buildings. The photograph shows a building that has been knocked down by an earthquake, which helps readers picture the damage that earthquakes can cause.) **Integration of Knowledge and Ideas**
- How do the photos throughout the text help readers understand the kind of damage earthquakes cause? (The photos show many buildings that have been destroyed.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

COMPOUND WORDS Review with children that a compound word is a word that is made up of two or more shorter words. Have a volunteer identify the two root words in *earthquake*: *earth* and *quake*. Tell children that *earth* means *ground* and *quake* means *shake*, using gestures and demonstration as needed. Then guide them to combine the meanings to determine that an earthquake is when the earth quakes, or shakes.

STRATEGIC SUPPORT

SIGNAL WORDS Tell children that the words *but* on page 13 and *yet* on page 15 signal contrasts. The author uses them to show that something is different from what the reader expects. Readers think that the ground is solid **but** earthquakes can make it shake. Earthquakes last a minute or less **yet** they cause a lot of damage. Tell children that looking for signal words such as *but* and *yet* can help them understand how ideas in a text are related.

READING OBJECTIVES

Identify how words supply meaning in an informational text.



Correctly use words from the text.



Compare and contrast texts and the information they present.



Build on others' talk in conversations by linking comments to remarks of others.

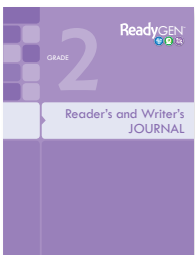


Identify the main topic.



BENCHMARK VOCABULARY

- wreck, p. 15
- destroy, p. 15



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Danger! Earthquakes*, p. 15, with the words *wreck* and *destroy*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *wreck*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *destroy*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 222 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. As a whole group, have children compare and contrast the information about earthquakes in *The Earth Dragon Awakes* and *Danger! Earthquakes*.

Think aloud about text details as you compare and contrast the two texts: *The Earth Dragon Awakes* focuses on the 1906 San Francisco earthquake. *Danger! Earthquakes* gives general earthquake information. *The Earth Dragon Awakes* is fiction based on facts. *Danger! Earthquakes* only gives facts and scientific information.

As a whole group, discuss other ways the texts are similar and different. Have children locate text evidence to support their ideas.

Team Talk



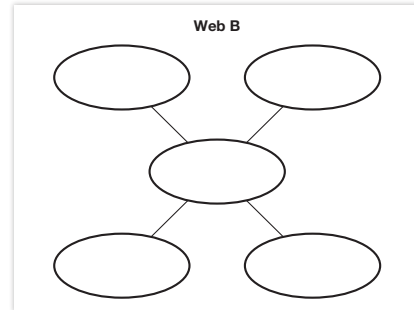
STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Have children share their opinions and cite text evidence that supports their opinion to the question: *Which do you think is a better source of information about earthquakes, The Earth Dragon Awakes or Danger! Earthquakes?* (Possible response: I think *Danger! Earthquakes* is a better way to learn about earthquakes because it only includes facts and details.)



Reading Analysis

IDENTIFY THE MAIN TOPIC Explain that the main topic is what a text is about. The main topic can be stated as a key word in the title, or it will be described by text details. Facts, definitions, and examples in an informational text support the main topic.

Together, read the title of *Danger! Earthquakes* and identify the main topic. Add the topic, “Earthquakes,” to the center circle of Web B graphic organizer. Help children identify definitions and examples that support this topic.



CITE TEXT EVIDENCE Read the text on pages 13–15.

- On page 13, what do we learn that earthquakes do? (Earthquakes make the ground shake and roll.) Let's add this detail because it tells what earthquakes do.
- How long do earthquakes last? (They last a minute or less.) Add this detail to your graphic organizer.
- Why are earthquakes so destructive? (The ground shakes and buildings can fall down.) Add this detail to your graphic organizer.

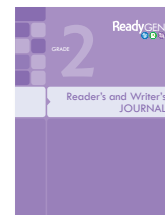
Independent Reading Practice

READING ANALYSIS: IDENTIFY THE MAIN TOPIC Have children work independently to complete Web B graphic organizer. Have them use the text and photographs to help them complete the web.

WRITING IN RESPONSE TO READING Have children turn to p. 227 in their *Reader's and Writer's Journal* to read the prompt: *How does the title identify the main topic?*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for ways that ideas and information are connected in the text. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

Reading Wrap-Up



Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

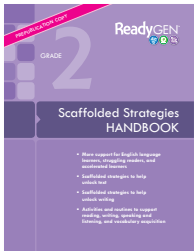
READING OBJECTIVES

Identify the main topic and the details that support it.

 RI.2.2, RI.2.8

Use text evidence to answer questions in a close reading.

 RI.2.1



Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the main topic and details that support it,

then...use the Reading Analysis lesson in small groups to help them complete the Web B graphic organizer.

If...children need extra support to understand the text,

then...use the Close Reading Workshop in small groups to provide scaffolded support for *Danger! Earthquakes*.

READING ANALYSIS

Make sure children understand that the topic is the overall subject of an informational text. Then read the title of *Danger! Earthquakes* and help children identify the topic and add it to Web B. **All the information in the text should tell us more about earthquakes. What do we learn about earthquakes on page 13?** Use the text to guide children as they add details about the topic of earthquakes to the outer ovals of Web B. Then review how the details support the main topic.

CLOSE READING WORKSHOP

READ *Danger! Earthquakes* Have children reread pages 15–17 with you.

- 1** **Is it common for earthquakes to cause damage and death? Explain your answer.** (No; there are about a million earthquakes a year, but only about 100 cause damage and fewer than 20 cause death. That means that most earthquakes are relatively harmless.)
- 2** **Based on what you know about the kind of damage earthquakes cause, why do you think the worst earthquakes are so deadly?** (Since many people live in cities and towns, there are likely to be many deaths if these places are destroyed.)
- 3** **How do earthquakes change the places where they strike?** (Earthquakes can change places by knocking down buildings, wrecking highways, and destroying cities and towns.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to identify the main topic and supporting details,

then...extend the Reading Analysis lesson by having children complete a K-W-L chart about the topic of earthquakes.


READING ANALYSIS

Point out that the purpose of *Danger! Earthquakes* is to give information about the topic of earthquakes. Have children fill out a K-W-L chart about earthquakes. Encourage them to use *Danger! Earthquakes*, the classroom library, or online research to find answers to their questions.

K-W-L Chart		
Topic _____		
What We K now	What We W ant to Know	What We L earned

- **What do you already know about the topic of earthquakes from *Danger! Earthquakes*, *The Earth Dragon Awakes*, or other texts you have read?** Fill in the **What We Know** section of the K-W-L with three or four facts you already know about earthquakes. (Responses will vary.)
- **What do you want to know more about?** (Possible responses: Why does Alaska have more earthquakes than any other state? Can an earthquake happen where I live? Why do earthquakes cause more damage than other natural disasters?) Fill in the **What We Want to Know** section of the K-W-L chart with your answers.
- **What did you learn?** (Responses will vary.) Fill in the **What We Learned** section of the K-W-L chart with a few new facts you learned about earthquakes from your research.

WRITING OBJECTIVES

Identify key details that support the main topic.  RI.2.2

 RI.2.8

Identify adverbs.

 L.2.1.e

Writing

Informative/Explanatory Writing

KEY IDEAS AND DETAILS

TEACH Review the idea that authors support their main topic with facts and definitions. Explain that authors use facts and details to develop their ideas and help readers picture the most important information. For example, in *Danger! Earthquakes*, the author doesn't just tell readers that earthquakes cause damage. He gives specific details: *Earthquakes can knock down buildings and wreck highways. They can destroy whole cities and towns.*

Talk about the importance of identifying key details that support the main topic in an informational text. Point out that some sentences have information and details that help the author explain the main topic. They may help readers answer *who*, *what*, *where*, *when*, *why*, and *how* questions about the topic. Recognizing the main topic and key details helps readers better understand what they read.

During reading, readers can identify the main topic and supporting details by keeping some questions in mind:

- What is the text mostly about?
- What details give me more information?
- What examples or comparisons help me better understand the topic?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of supporting details. Revisit page 17.

The worst earthquakes **can kill thousands of people.**

In Italy, **85,000 people died** when a dangerous quake hit in 1908.

The author says that earthquakes can kill thousands of people. He supports this point by providing a specific example: 85,000 people died when a dangerous quake hit Italy in 1908.

Revisit pp. 18–19 and read the examples aloud.

Scientists use the Richter scale to measure an earthquake's power.

You **may not even notice** a magnitude 2 quake.

You would **feel the ground shake in a magnitude 3** quake.

Readers may not be familiar with the Richter scale. The author gives examples to help readers understand the differences in the magnitudes of earthquakes.

Explain to children that when they are writing informational or explanatory texts, they can develop their main ideas by including specific facts and details that support the main idea.

CONVENTIONS Adverbs

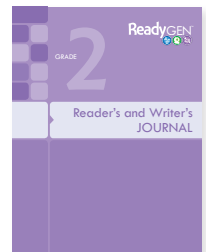
TEACH AND MODEL Remind children that an adverb tells about a verb. It may tell how, where or when something is done.

Adverbs

Everything is **totally** destroyed.

Adverbs often end in the letters **-ly**. They may come before or after the verb they describe.


APPLY Pair children up. One child names a verb. The other partner names an adverb that could describe it. For example, *whisper* is a verb and *softly* is an adverb that tells how to whisper. If possible, allow children to act out their adverb/action verbs. For additional practice with adverbs, have children turn to p. 228 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared informative writing task.

 W.2.2, W.2.7

Recall facts and details to develop points.  W.2.8

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How are ideas, events, and information presented in a text?* and the Enduring Understanding: *Readers understand ideas and information are connected in informational texts.*

Explain that the class will write an informative paragraph about an aspect of earthquakes. They will recall facts and details from the text to develop points in the writing.

- **Choose an Event**—Review *Danger! Earthquakes* with children and decide upon a topic within the text that they would like to write about. Take a class vote to choose a topic, such as comparing the Richter and Mercalli scales.
- **Brainstorm Supporting Facts and Details**—Ask children to brainstorm key facts and details that support the topic they chose. For example, they might start by defining the Mercalli and Richter scales. *How is each scale used? What do the different numbers mean?* Write these ideas on chart paper.
- **Write a Paragraph**—Once children have chosen a topic and noted key details, begin writing an informative paragraph. You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing. Remind children to revisit the brainstormed list of details, to revisit the appropriate pages in the book, and to think carefully about how they are recalling facts and details to support their topic.

MODEL PARAGRAPH *The Richter scale and Mercalli scale are used to measure earthquakes. The Richter scale measures how powerful an earthquake is. The Mercalli scale measures how much damage an earthquake causes. The Richter scale uses magnitudes. The Mercalli scale uses levels. For both scales, the higher the number, the more powerful the earthquake. The more powerful an earthquake is, the more damage it is likely to cause. The Richter scale and the Mercalli scale both help scientists compare one earthquake to another. This comparison helps scientists understand the power of quakes. Scientists use these tools to keep records of earthquakes.*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

FORMATIVE ASSESSMENT Have children choose two earthquakes from the text to compare. Children will flag text evidence that gives specific information about each quake. Then, on a separate sheet of paper, children will write an informative paragraph that uses key ideas and details to compare the two earthquakes. Children will turn to p. 229 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. introduce the topic.
2. use key ideas and facts to develop points.
3. provide a concluding statement.

Remind children to return to *Danger! Earthquakes* to find text evidence that will support their comparison. Have children make their writing more descriptive by using adverbs.

USE TECHNOLOGY If available have children use a computer or an electronic tablet to write their paragraphs on.

Writing Wrap-Up



Ask volunteers to share their informative paragraphs with the class. Have classmates identify specific facts and details from the volunteer's writing that helped them better understand the topic. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

SUPPORTING DETAILS English language learners may find it difficult to come up with different words that describe earthquakes. Work with children to brainstorm lists of words that will give them various examples to choose from. For example, *violent*, *powerful*, *deadly*, *devastating*, and *destructive* might be used in supporting details that describe earthquakes. Help children choose the words that best express their intended meanings.


STRATEGIC SUPPORT


SUPPORTING DETAILS Have children who struggle with finding text evidence to use in their supporting details work with you to find phrases or sentences in the text that describe the earthquakes they chose. You may need to help children put these details into their own words.


LESSON 7 OBJECTIVE

Explain how pictures and maps contribute to and clarify the text.  RI.2.7

READING OBJECTIVES

Determine word meanings.  RI.2.4

Recognize how ideas are developed and supported with facts and definitions.  RI.2.8

Use text evidence to answer questions in a close reading.  RI.2.1

Read the Text

Build Understanding

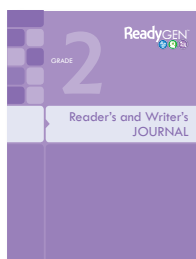
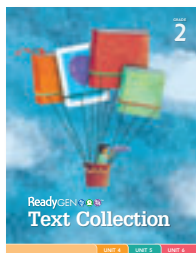
INTRODUCE Tell children that today they will be reading general information about earthquakes and where they form. Tell them to focus on the following Enduring Understanding as you read the text and work through the lesson: *Writers understand that informational writing is supported by facts and definitions.*


LESSON 7 FIRST READ

Explore the Text

ENGAGE CHILDREN Have volunteers share some facts they have learned about earthquakes. Remind children that in an informational text, authors may use photographs, captions, maps, and diagrams, as well as facts and details, to develop ideas. Then tell children the Essential Question to focus on today: *How do writers develop ideas with facts and definitions?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD** *Danger! Earthquakes* pp. 13–23 Read pp. 13–23 of *Danger! Earthquakes* in the *Text Collection* as children follow along in their own books. Use the **Read Aloud Routine** on pp. TR40–TR43. As children revisit the text throughout the lesson, they can read on their own as they are capable. In this reading, children should focus on how the author develops ideas about earthquakes with facts and definitions. Discuss the questions below:

- How many earthquakes occur in a year? How many cause damage?
- Where is the Pacific Ring of Fire?
- What questions do you have?

Have children use p. 221 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 7
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details about earthquakes presented in the text. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** A *scale* is numbers or units that are used to measure something. When you *measure* something, you find out its size, weight, or strength. What does the Richter scale measure? (The Richter scale measures an earthquake's power.) How do the numbers on the Richter scale relate to an earthquake's power? (The higher the number on the Richter scale, the more powerful the earthquake is.)
- **BY-THE-WAY WORDS** The largest recorded earthquake was in Chile in 1960. What does *recorded* mean? (*Recorded* means "written down.") Why might scientists have started recording earthquakes? (To keep track of how powerful earthquakes are, and to compare earthquakes that are happening now to earthquakes that have happened in the past)
- How is the Mercalli scale different from the Richter scale? (The Mercalli scale measures the damage caused by earthquakes, while the Richter scale measures earthquakes' power.) How are the two scales related? (An earthquake that measures high on the Richter scale is also likely to measure high on the Mercalli scale, because a powerful earthquake can cause a lot of damage.) **Integration of Ideas**
- Where do most of the world's earthquakes occur? (Most occur in the Pacific Ring of Fire.) **Key Ideas and Details**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

INFORMAL LANGUAGE Tell children that authors sometimes use the short form of words. Read aloud the second paragraph on p. 17 with children, pointing out the words *earthquakes* and *quake*. Make sure children understand that *quake* is the short form of *earthquake*. In this text, both words mean the same thing.


STRATEGIC SUPPORT

MAKE INFERENCES Point out that on p. 21 the author does not directly tell readers that the San Francisco earthquake was powerful and destructive. Readers have to use their knowledge of the Richter scale and the Mercalli scale to make an inference. Readers can figure out that an earthquake that measures 7.1 on the Richter scale and between 6 and 11 on the Mercalli scale is a very strong and destructive earthquake.

READING OBJECTIVES

Identify how words supply meaning in an informational text.

 RI.2.4

Correctly use words from the text.  L.2.4

Understand how text features can help organize a text.

 RI.2.5

Ask for clarification during discussions.

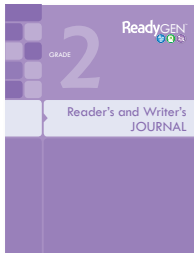
 SL.2.1.C

Explain how maps contribute to and clarify a text.

 RI.2.7

BENCHMARK VOCABULARY

- magnitude, p. 18
- level, p. 20



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Danger! Earthquakes*, pp. 18–20, with the words *magnitude* and *level*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *magnitude*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *level*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 222 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39. Review that many informational texts are divided into sections with headings. Headings tell what each section is about. Point out that *Danger! Earthquakes* is not divided into sections with headings. Then think aloud about how sections and headings can help organize a text: *Because the information in **Danger! Earthquakes** is clear, I don't really need headings to figure out what I'm reading about. However, if I want to reread specific information, such as about the Richter scale, sections and headings would make it easier to find the information quickly.*

In small groups, have children discuss if they would like the text more if it had sections and headings. Have children give specific reasons and examples to support their opinions.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share their opinions and to cite text evidence that supports their opinion to the question: *Would you feel nervous about living in a place where earthquakes are common? Why or why not?* (Possible response: I would not feel too nervous because most earthquakes don't do much damage.)



See **Routines** on TR28–TR75.

Language Analysis

USE MAPS AND DIAGRAMS Explain that maps and diagrams help readers understand informational text and visualize important ideas. Maps and diagrams may have labels or keys that explain them. Discuss the map and key on pp. 22–23.

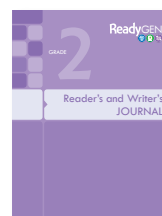
CITE TEXT EVIDENCE Use the questions to guide discussion about how the map on pp. 22–23 helps readers better understand where earthquakes occur.

- **What do the red dots on the map stand for? How do you know?** (Where most major earthquakes have hit in the last 30 years; the key)
- **How does the map help readers better understand the text?** (The map shows where the Pacific Ring of Fire is, which is talked about in the text.)

Independent Reading Practice

LANGUAGE ANALYSIS: USE MAPS AND DIAGRAMS

Have children work independently to analyze how the map on pp. 22–23 contributes to the text. Then have children turn to p. 223 in the *Reader's and Writer's Journal* and write about how the map helps them better understand the text.



WRITING IN RESPONSE TO READING Have children turn to p. 227 in the *Reader's and Writer's Journal* to read the prompt: *Does the map help you understand where earthquakes happen?* Have children use text evidence as they write their responses on a separate sheet of paper.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for facts and details used in informational writing. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

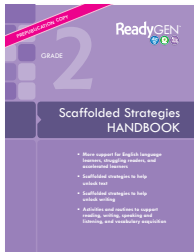
READING OBJECTIVES

Explain how maps contribute to and clarify a text.

RI.2.7

Read fluently and at an appropriate rate.

FS.2.4.b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how maps and diagrams clarify information,

then...use the Language Analysis lesson in small groups to help them write sentences about the map.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Help children understand more fully how maps help readers better understand the text. Analyze the map on pp. 22–23. **Trace your finger along the Pacific Ring of Fire. It's the thick, darker blue line. Now trace your finger along the heaviest path of red dots. What do you notice?** Help children write a sentence or two explaining that the map helps them see how many more earthquakes there are along the Pacific Ring of Fire than anywhere else.

ORAL READING WORKSHOP

APPROPRIATE RATE Review that a person's rate of reading refers to how fast or slow they read. Tell children that sometimes informational text requires readers to read at a slower rate to understand all the facts. On the other hand, fiction books often are read more quickly as readers move from one event to another. Have children follow along with you as you read aloud pp. 13–15 in *Danger! Earthquakes*. Model reading at an appropriate rate, pausing at periods but keeping the flow of reading consistent.

Have children read the same passage aloud, stressing appropriate rate. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how maps contribute to and clarify a text, **then...** extend the Language Analysis lesson by having children examine the map in more detail.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

LANGUAGE ANALYSIS

Have children look again at the map on pp. 22–23. Discuss how the map can deepen their understanding of where earthquakes occur.


- **How does the map help you understand how the Pacific Ring of Fire gets its name?** (The red dots on the map show that areas where earthquakes occur most frequently form a ring shape in the Pacific Ocean.)
- **If you were worried about earthquakes, would it be safer to live along the edge of a continent or further inland? How do you know?** (Possible response: It would be safer to live further inland because more earthquakes occur along the edges of continents.)
- **Based on the map, are earthquakes more common in New York or California? Explain.** (Earthquakes are more common in California because the coast of California is part of the Pacific Ring of Fire.)

ORAL READING WORKSHOP

APPROPRIATE RATE Review that a person's rate of reading refers to how fast or slow they read. Tell children that sometimes informational text requires readers to read at a slower rate to understand all the facts. On the other hand, fiction books often are read more quickly as readers move from one event to another. Have children follow along with you as you read aloud pp. 13–15 in *Danger! Earthquakes*. Model reading at an appropriate rate, pausing at periods but keeping the flow of reading consistent.

Have children read the same passage aloud, stressing appropriate rate. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

Understand how text features can help explain text.  RI.2.5

Identify adverbs.  L.2.1.e

Writing

Informative/Explanatory Writing

USING MAPS AND DIAGRAMS

TEACH Review the idea that authors use text features, such as maps and diagrams, to help explain important ideas in the text. Explain that information that can be confusing in a text is sometimes easier to picture when it is presented in a map or a diagram.

Talk about the importance of paying attention to text features when reading informational text. Explain that sometimes maps and diagrams illustrate information that is in the written text. Other times, they may be used to present new information. Good readers connect the information presented in the text with the information presented in maps and diagrams to better understand the text as a whole.

During reading, readers can use maps and diagrams to understand text information. As they read, have children keep these questions in mind:

- What information is being presented in maps or diagrams?
- If there are symbols, what do they stand for?
- How does the information in the map or diagram connect to the information in the main text?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

A CLOSER LOOK Point out that *Danger! Earthquakes* has maps that support the information in the main text. Have children look at the map on pp. 22–23 as you read the text below.

Most of the world's earthquakes happen in a zone called the Pacific Ring of Fire.

The map shows the Pacific Ring of Fire. The red dots help me visualize that most of the world's earthquakes happen in this zone.

Revisit pp. 38–39 and read the text aloud.

Scientists use machines that can measure and record earthquake activity.

They can also tell us where earthquakes are likely to strike.

The map shows North America. The different colors help me picture where earthquakes are likely to strike. Most of Florida has had no earthquake damage.

Explain to children that when they are asking and answering questions about informational texts, they can use maps and diagrams to help them answer their questions.

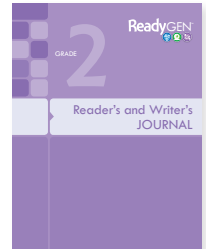
CONVENTIONS Adverbs

TEACH AND MODEL Remind children that adverbs can describe verbs, adjectives, or other adverbs. Adverbs often tell *how*, *where*, *when*, *why*, or *to what extent*.


The ground shook **violently** when the earthquake hit.

The adverb *violently* tells us how the ground shook. It shook *violently*.

APPLY Have children write a simple sentence with an action verb. Have them exchange sentences with a partner and add an adverb to the sentence they receive. For additional practice with adverbs, have children turn to p. 228 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVE

Write an informational question and its answer.  W.2.2

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How do writers develop ideas with facts and definitions?*, and the Enduring Understanding: *Writers understand that informational writing is supported by facts and definitions.*

Explain to children that maps are one way that writers support the facts they write about. Tell the class that together they will write a question and an answer about earthquakes based on the maps in *Danger! Earthquakes*. Point out that maps help authors develop ideas in the text and provide additional information.

- **Choose a Map**—Point out the maps on pp. 22–23 and pp. 38–39. Have children choose a map on which to focus. For example, children might choose to focus on the map on pp. 22–23.
- **Brainstorm Questions**—Ask children to list questions they have about earthquakes that they can use the map to answer. For example, they might ask: *Which continents does the Pacific Ring of Fire border?* Write their questions on chart paper.
- **Choose a Question to Answer**—Once children have chosen a question to answer, model writing the question and answering it in a complete sentence. You will want to model answering in a complete sentence by restating the question as the first part of the answer and then prompt for volunteers to add to the answer. Remind children to refer to the map to answer the question.

MODEL A QUESTION AND ANSWER *Which continents does the Pacific Ring of Fire border? The continents that the Pacific Ring of Fire borders are Australia, Asia, North America, and South America.*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING Have children revisit the maps in the text. On a separate sheet of paper, children will list questions they have that can be answered by the maps. Children will turn to p. 229 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. write two questions about earthquakes based on the maps in the book.
2. use facts and definitions to write their answers.
3. answer questions in complete sentences.

Remind children to return to pp. 22–23 and 38–39 of *Danger! Earthquakes* to write their questions and answers. Children should use adverbs to make their writing more descriptive.

USE TECHNOLOGY If available, have children write their questions in an e-mail to a peer. Then they can e-mail the answer to their peer.

Writing Wrap-Up



Ask children to share their questions and answers with a partner. Have each partner then summarize how the maps helped them answer their questions. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ASK QUESTIONS English language learners may need support to choose the correct question word to start their questions. List the most common question words: *who, what, where, when, why, and how*. Then provide sentence frames, such as *do most earthquakes occur?* Help children choose an appropriate question word to complete the question.

STRATEGIC SUPPORT

ANSWER QUESTIONS Children may have difficulty answering a question in a complete sentence. Underline the part of their question that they should use to start their answer. For example: Where do most earthquakes occur? Most earthquakes occur in the Pacific Ring of Fire.


LESSON


8


LESSON 8 OBJECTIVE

Describe the connection between scientific ideas in a text.  RI.2.3

READING OBJECTIVES

Determine word meanings.  RI.2.4

Describe how ideas, events, and information support specific points made by the author.  RI.2.8

Use text evidence to answer questions in a close reading.  RI.2.1

Read the Text

Build Understanding

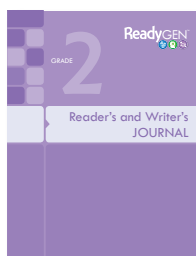
INTRODUCE Tell children that today they will read about what causes earthquakes and about specific earthquakes. Have children focus on the following Enduring Understanding as you read the text and work through the lesson: *Learners understand that change can happen quickly and create challenges.* Have children listen for the challenges the earthquakes created.

LESSON 8 FIRST READ

Explore the Text

ENGAGE CHILDREN Introduce today's reading by having children summarize what they have learned about earthquakes so far, including where earthquakes are most common. Then tell children the Essential Question to focus on today: *How are ideas, events, and information presented in a text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Danger! Earthquakes* pp. 24–33 Read pages 24–33 of *Danger! Earthquakes* in the *Text Collection* aloud as children follow along in their own books. Use the **Read Aloud Routine** on pp. TR40–TR43. As children read, they should focus on what causes earthquakes and the details the author presents about specific earthquakes. Then, discuss the questions below.

- How are fault zones formed?
- Where is the San Andreas fault?
- What questions do you have?

Have children use p. 221 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 8
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details about what causes earthquakes. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** Authors of informational texts often define science terms that readers might not know. On page 24, how does the author define the term *crust*? (The crust is a layer of rocks that covers the earth.)
- **BY-THE-WAY WORDS** Sometimes the author will give the definition of a term before the word. The author uses the term *fault zones* on page 25 but gives the definition on page 24. What are fault zones? (Fault zones are cracks in the rocks that run through the crust.)
- **BY-THE-WAY WORDS** What is the meaning of the word *mantle*? (The mantle is a 2,000-mile-thick layer of melted rock.) So is the mantle hard rock or liquid rock? How do you know? (It is liquid because it is melted.)
- What causes earthquakes? (Earthquakes happen when rocks on one side of a fault zone slide past rocks on the other side of the fault zone.)

Key Ideas and Details

- The text says that California has about 35,000 earthquakes every year. What reasons does the author give for why California has so many earthquakes? (The San Andreas fault runs through much of California, and earthquakes often happen along fault zones.)

Integration of Knowledge and Ideas

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

UNDERSTAND SCIENTIFIC TERMS Reread p. 25 with children. Use gestures to clarify what happens to the rocks in an earthquake. Press your hands together to illustrate the rocks pushing against each other. Then slide your hands past each other to show how the rocks slide. Read the page aloud again. Have children do the gestures as you read. Invite them to use words or gestures to tell a partner what happens to the rocks in an earthquake.

STRATEGIC SUPPORT

USE CONTEXT CLUES Remind children that authors often give definitions for scientific terms or other unfamiliar words. The definition can come before or after the word. If children struggle to define *mantle*, help them find and reread the sentence that directly states what the mantle is: *The mantle is a 2,000-mile-thick layer of melted rock.* Tell children that when they come to an unfamiliar word, using context clues, such as definitions, can help them figure out the meaning.

READING OBJECTIVES

Identify how words supply meaning in an informational text.

RI.2.4

Correctly use words from the text.

L.2.6

Follow agreed-upon rules during discussions.

SL.2.1.a

Ask and answer questions to demonstrate understanding of key ideas.

RI.2.1

BENCHMARK VOCABULARY

- plates, p. 26
- grind, p. 27

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Danger! Earthquakes*, pp. 26–27, with the words *plates* and *grind*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *plates*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *grind*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 222 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



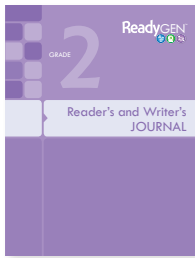
COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39. Remind children that the author describes specific earthquakes on pp. 31–32 in *Danger! Earthquakes*. Model asking questions to plan further research about one of these earthquakes: [The text says that a major earthquake happened in the Mississippi Valley in 1811. Why did an earthquake happen there, outside of the Ring of Fire?](#)

In small groups, have children discuss which earthquake they want to research further. Guide children to ask *who*, *what*, *where*, *when*, and *why* questions about the earthquakes. As children discuss, make sure they follow agreed-upon rules for discussion.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share their opinions to answer this question: [On page 32, the author says that cracks in the earth “opened like giant jaws.” Is this a good description of the earthquake?](#) (Possible response: This is a good description of the earthquake because it helps me picture how the ground opened up in jagged pieces, like a monster opening its giant jaws.)



Reading Analysis

ASK AND ANSWER QUESTIONS Review that asking and answering questions about text can help readers make sure they understand key ideas and details. Read the question on p. 26: *What makes the rocks move?* Explain that this question draws readers' attention to an important point.

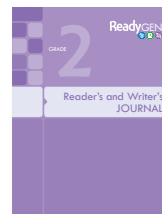
CITE TEXT EVIDENCE Guide children to find text evidence to respond to each question.

- *Where do most earthquakes begin?* (In the earth's crust)
- *What makes the rocks move?* (Movements in the mantle have cracked the crust into floating plates. These floating plates sometimes slide past each other.)
- *Where and when did the most violent earthquake ever recorded in the United States take place?* (Anchorage, Alaska; in March 1964)

Independent Reading Practice

READING ANALYSIS: ASK AND ANSWER QUESTIONS

Have children work independently to ask and answer questions about earthquakes. Have children reread pp. 24–33 and ask themselves *who*, *what*, *where*, *when*, and *why* questions. Then have them turn to p. 224 in the *Reader's and Writer's Journal* and write and answer three questions they asked as they read. Remind them to cite text evidence in their answers.



WRITING IN RESPONSE TO READING Have children turn to p. 227 in the *Reader's and Writer's Journal* to read the prompt: *In what ways can you connect to the information on the pages you read today? Use text evidence to tell about the connection you made to the text.* Have children write their responses on a separate sheet of paper.




ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for ways that change can lead to challenges. Use the **Independent Reading Routine** on pp. TR48–TR51.

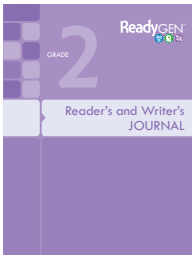
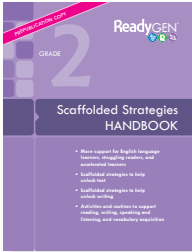
Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Using text evidence, ask and answer questions to demonstrate understanding of key ideas.  RI.2.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to ask and answer questions,
then...use the Reading Analysis lesson in small groups to help them ask and answer questions.

If...children need extra support asking and answering questions,
then...use the Sleuth steps in the Close Reading Workshop in small groups to provide scaffolded support.

READING ANALYSIS

Reread p. 26 with children and model asking yourself a question about the text. **A question I asked myself to check my understanding was “What has cracked the crust into plates?” To find the answer, I reread the last sentence on page 26.** Reread the last sentence and help children identify text evidence to answer the question. Have children add this question and answer to the *Reader's and Writer's Journal*.

READING WORKSHOP

SLEUTH WORK Have children read “Curtis the Cowboy Cook” on p. 36 of *Sleuth*. Then use the steps below to help groups answer the Sleuth questions. Have children use text evidence to support their answers.

LOOK FOR CLUES Have children look for words and actions that show how the cowboys’ feelings about Curtis change from the beginning to the end of the story. (At the beginning the cowboys treat Curtis like he is a kid. At the end one bite of the pork and beans was enough to convince them that Curtis was born to be a cowboy cook.)

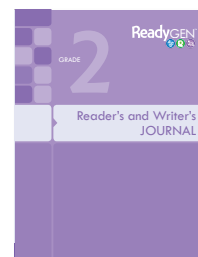
ASK QUESTIONS Have children write a question they have about cowboys.

MAKE YOUR CASE Have children scan the text for things that real cowboys do, such as going on cattle drives. Have them circle the activity they think is most interesting and explain their thinking to a partner. Remind them to give reasons and examples to support their opinion.

STRATEGIC SUPPORT, CONTINUED

PROVE IT Using evidence from the text, design a dinner menu for what Curtis will serve the cowboys.

After children discuss the Sleuth steps, direct them to pp. 225–226 of the *Reader's and Writer's Journal* to further explore “Curtis the Cowboy Cook.”



EXTENSIONS

MONITOR PROGRESS

If...children understand how to ask and answer questions,
then...extend the Reading Analysis lesson by having children ask and answer questions about “Curtis the Cowboy Cook.”


READING ANALYSIS

Review with children that asking and answering questions can help them demonstrate their understanding of the key ideas in a text. Have children use text evidence to answer these questions about “Curtis the Cowboy Cook.”

- **Why is Curtis bored and unhappy?** (He thought when he was hired to work on the cattle drive that he’d get to be a real cowboy. Instead, the cowboys treat him like a kid.)
- **How do you know that being a cowboy is hard work?** (Possible response: Curtis has to do chores all day. When the cowboys arrive at the camp at the end of the day, they are tired and hungry.)
- **How do you think the cowboys felt about the pork and beans Curtis made?** (Possible response: The text says that it just took one bite for them to realize that Curtis was born to be a cowboy cook. That tells me they liked his meal.)

Have children work in pairs to continue asking each other questions about “Curtis the Cowboy Cook.”

WRITING OBJECTIVES

Answer questions based on information from a provided source.  W.2.8

Identify adverbs.  L.2.1.e

Writing

Informative/Explanatory Writing

NEWSPAPER ARTICLE

TEACH Review with children that in *Danger! Earthquakes*, they read about specific earthquakes that were deadly and destructive. Explain that after a natural disaster happens, it is usually featured in a newspaper article. The article gives readers details about what happened as well as other information, such as safety precautions or how they can help.

If possible, show children a newspaper article and point out the features. Newspaper articles often have:

- a headline that states the topic of the article in a few words.
- a two-column format.
- photographs with captions that give more information.

Explain that the text of a newspaper article should answer the 5Ws—*who*, *what*, *where*, *when*, and *why*. List the words *who*, *what*, *where*, *when*, and *why* and model answering them using the familiar folktale “The Tortoise and the Hare.”

Who? The tortoise and the hare

What? A race

Where? In the country

When? A summer day long ago

Why? To see who is faster

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

A CLOSER LOOK Point out that informational texts, such as *Danger! Earthquakes*, answer *who*, *what*, *where*, *when*, and *why* questions. Revisit p. 32 with children to examine how the author answers the 5 Ws.

Who? The people of Anchorage, Alaska

What? Cracks in the earth opened up and completely destroyed nearby ports

Where? Anchorage, Alaska

When? March 1964

Why? A violent earthquake

Revisit p. 34 and read the text aloud: “In September 1985, an 8.1 earthquake struck Mexico city. The quake was more powerful than 1,000 atomic bombs. Nearly 10,000 people were killed.” Discuss which questions this paragraph answers. **When** did the earthquake take place? (September 1985) **Where** did it happen? (Mexico City) **What** happened? (An 8.1 earthquake struck and nearly 10,000 people were killed.)

Explain to children that when they are writing informational and explanatory texts, they can ensure that readers have the most important information by making sure they answer the questions *who*, *what*, *where*, *when*, and *why* in their writing.

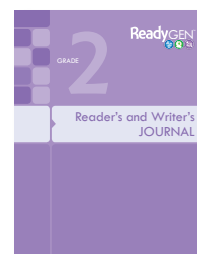
CONVENTIONS Adverbs

TEACH AND MODEL Remind children that adverbs describe verbs, adjectives, or other adverbs. Adverbs often tell *how*, *where*, *when*, *why*, or *to what extent*. They can come before or after the word they describe.

The rocks may stay in place for years, but then they **suddenly** slide past each other.

Suddenly is an adverb. It describes the verb *slide*. It tells how the rocks slide—they slide *suddenly*.

APPLY Pair children up. Have children write three sentences and use at least one adverb in each sentence. Have them exchange sentences with their partner. Have children circle the adverbs in their partner’s sentences. For additional practice with adverbs, have children turn to p. 228 of the *Reader’s and Writer’s Journal*.



WRITING OBJECTIVES

Participate in a shared explanatory writing task.

 W.2.2, W.2.7

Explain how the questions *who*, *what*, *where*, *when*, and *why* are answered.

 W.2.8

Informative/Explanatory Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How are ideas, events, and information presented in a text?*, and the Enduring Understanding: *Learners understand that change can happen quickly and create challenges.*

Explain that together the class will choose a newspaper article about a natural disaster and explain how ideas, events, and information are presented in the article. They will focus on how the article answers the questions *who*, *what*, *where*, *when*, and *why*.

- **Choose an Event**—Ask children to brainstorm different kinds of natural disasters, such as hurricanes, tornadoes, forest fires, and earthquakes. Have them choose one type of natural disaster on which to focus.
- **Research an Article**—Model researching an article on the natural disaster children chose. Demonstrate narrowing the topic as you conduct research. For example, search for “Hurricane Katrina” instead of just “hurricane.” Use the Internet or online databases to find articles. As a group, choose one article.
- **Answer Questions**—Read the article aloud. Then write the words *who*, *what*, *where*, *when*, and *why* on chart paper. Work with children to identify text evidence in the article that answers those questions. Reread relevant sections of the article aloud, as needed.
- **Write an Explanatory Paragraph**—Once children have identified how the author answers the 5 *W* questions, begin writing an explanatory paragraph. Begin the writing and then prompt for volunteers to add ideas to the writing. Remind children to revisit the list of questions, to revisit the article, and to think carefully about how the author gave details that answered the questions.

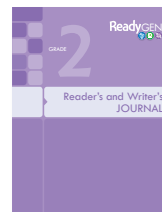
MODEL EXPLANATORY PARAGRAPH *On July 7, a tornado hit the town of Redboro, Oklahoma. The headline of the article, “Destructive Tornado Strikes,” tells **what** happened. In the first paragraph, the author tells readers where and when the tornado hit: on July 7 in Redboro, Oklahoma. The author included quotes from the tornado’s victims, which helps readers understand who was impacted. Mary Ennis described losing her house to the tornado. Facts, details, and quotes helped answer who, what, where, when, and why questions about the tornado.*



Independent Writing Practice

Explain that children should apply the steps the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING Have children choose a natural disaster and research an article about that kind of disaster. On a separate sheet of paper, children will take notes on text evidence they find that answers the questions *who*, *what*, *where*, *when*, and *why* about their natural disaster. Then children will write an explanatory paragraph that explains the answers to the 5 *W* questions. Children will turn to p. 230 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. research and choose an article about a natural disaster.
2. take notes on text evidence that answers the questions *who*, *what*, *where*, *when*, and *why*.
3. use notes to write an explanatory paragraph about how the article answered the questions *who*, *what*, *where*, *when*, and *why*.

Make sure children use adverbs to make their writing more interesting and descriptive.

USE TECHNOLOGY If available, have children write their paragraphs on a computer or electronic tablet.

Writing Wrap-Up



Ask volunteers to share their explanatory paragraphs with the class.

Discuss how news articles help us better respond to changes that happen quickly and better understand the challenges they present. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

QUESTION WORDS English language learners may find it challenging to distinguish between the different question words since they sound and look similar. Help children recognize that *who* is for people, *where* is for places, and *when* is for time and date. Have children practice asking questions using the question words.


STRATEGIC SUPPORT

TEXT EVIDENCE Have children who struggle with finding text evidence work with you to find phrases or sentences that answer the questions. Children may find it helpful to use different colors to highlight the answers to the different questions.

LESSON 9 OBJECTIVE

Explain how pictures and maps contribute to and clarify the text.  RI.2.7

READING OBJECTIVES

Determine word meanings.  RI.2.4

Describe how ideas, events, and information support specific points made by the author.

 RI.2.8

Use text evidence to answer questions in a close reading.

 RI.2.1

Read the Text

Build Understanding

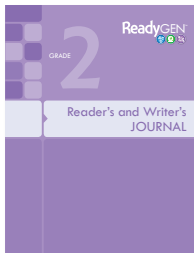
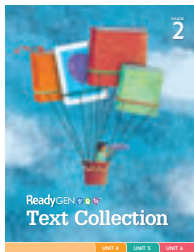
INTRODUCE Tell children that today they will read about what we have learned about earthquakes. Have children focus on the following Enduring Understanding as you read the text and work through the lesson: *Learners understand that change can happen quickly and create challenges.* Have children listen for what we can and cannot do about the challenges created by earthquakes.

LESSON 9 FIRST READ

Explore the Text

ENGAGE CHILDREN Introduce today's reading by having children share what they recall about some of the major earthquakes described in the text. Have children preview pages 34–42 of *Danger! Earthquakes* in the *Text Collection* and note the different ways information is presented, such as in words, photographs, and a map. Then tell children the Essential Question to focus on today: *How are ideas, events, and information presented in a text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Danger! Earthquakes* pp. 34–42 Read pages 34–42 of the text aloud as children follow along in their own books. Use the **Read Aloud Routine** on pp. TR40–TR43. As children read, they should focus on what they have learned about earthquakes.

- According to the map on pages 38 and 39, where are earthquakes most likely to happen?
- What should you do if you are in an earthquake?
- What questions do you have?

Have children use p. 221 in the *Reader's and Writer's Journal* to record their answer to one of the questions. Use children's written responses to monitor progress.



LESSON 9
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details about what they've learned about earthquakes. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** On page 34, the author says the Mexico City quake was “more powerful than 1,000 atomic bombs.” What does the word *power* mean? (*Power* means strength.) The suffix *-ful* means “full of.” What does the word *powerful* mean? (*Powerful* means “full of strength” or “very strong.”)
- **BY-THE-WAY WORDS** On page 35, the author says that after the earthquake, new buildings were *erected*. What does *erected* mean? (*Erected* means “constructed” or “built.”) Which word on page 35 is an antonym for *erected*? (*Destroyed* is an antonym for *erected*.)
- How did the earthquake in Mexico City change the buildings there? (Stronger, safer buildings were built to replace the destroyed buildings.)

Key Ideas and Details

- If you are in an earthquake, why do you think you should stay away from windows, mirrors, and high cabinets? (When a building shakes in an earthquake, windows and mirrors are likely to break and high cabinets could fall. Broken glass and falling cabinets have the potential to cause serious injury.)
- What are some of the ways people are reducing the damage earthquakes cause? (Scientists know where earthquakes are likely to happen, so people can be better prepared. Stronger, safer buildings that are more likely to withstand earthquakes are being built.)

Integration of Knowledge and IdeasScaffolded
Instruction**ENGLISH LANGUAGE LEARNERS**

HOMOGRAPHS Point out the word *record* on page 38. Remind children that many words in English have the same spelling but may have different pronunciations and meanings. The way the word is used tells readers which meaning and pronunciation the author intended. *Record* can be pronounced (‘re-kərd) and mean “information that is written down.” It can also be pronounced (ri-‘kòrd) and mean “to write down or track information.”

STRATEGIC SUPPORT

ANALOGIES On page 34, the author uses a comparison to describe the power of the earthquake in Mexico City: *The quake was more powerful than 1,000 atomic bombs.* Discuss the comparison with children, helping them understand the relationships between the objects being compared. Atomic bombs are very powerful, so an earthquake that is more powerful than 1,000 atomic bombs must be incredibly strong and forceful.

READING OBJECTIVES

Identify how words supply meaning in an informational text.



Correctly use words from the text.



Understand how text features provide additional information.



Follow agreed-upon rules for discussions.

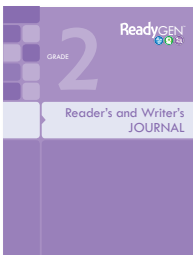


Explain how the map contributes to and clarifies the text.



BENCHMARK VOCABULARY

- collapse, p. 36
- steep, p. 36
- loose, p. 36



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Danger! Earthquakes*, p. 36, with the words *collapse*, *steep*, and *loose*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *collapse*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the words *steep* and *loose*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 222 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31. Remind children that *Danger! Earthquakes* has maps on pages 22–23 and 38–39. Discuss how text features, such as maps, help provide additional information to the main text. Then think-aloud about other text features that may have enhanced this text. *One part of the text that I had trouble picturing was the information about the crust and the mantle. I think a diagram with labels that showed these layers of the earth would have helped me better understand this information.*

In pairs, have children discuss what kind of map or diagram they would add to the book. Have them discuss what information the map or diagram would help them visualize. As children participate in collaborative conversations, make sure they follow agreed-upon rules for discussion.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share their opinions to answer this question: *Do you think text features like maps or diagrams make it easier to understand informational texts? Why or why not?* (Possible response: I think text features are helpful because they make it easier to picture ideas and information that I don't know a lot about.)



Language Analysis

USE MAPS AND DIAGRAMS Review with children that maps and diagrams help readers understand informational text. Remind them that maps and diagrams usually have keys that tell what the map and diagram symbols represent. Model using the key for children for the map on pp. 38–39.

CITE TEXT EVIDENCE Have children think about how the map on pp. 38–39 helps them better understand the text. With children, complete a Four-Column chart about the map. Provide children with access to a labeled map of the United States.

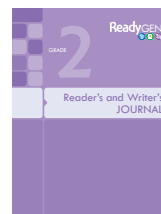
Four-Column Chart

- **What are the four categories in the map?** (No damage, minor damage, moderate damage, and major damage) **Write each of these categories at the top of the chart.** Explain how these categories sort the data.
- **On the map, find a state where you have lived. How much damage has occurred there because of earthquakes?** (Responses will vary.) **Write that state in the correct column.**

Independent Reading Practice

LANGUAGE ANALYSIS: USE MAPS AND DIAGRAMS Have children work independently to add two states to each column in the Four-Column chart. Have children write a sentence telling how the map helps them understand where earthquakes are likely to strike.

WRITING IN RESPONSE TO READING Have children turn to p. 227 in the *Reader's and Writer's Journal* to read the prompt: *Look at the map on pages 38–39. Is the map helpful? Explain your answer using text evidence.* Have children write their responses on a separate sheet of paper.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for ways that change creates challenges. Use the **Independent Reading Routine** on pp. TR48–TR51.

INDEPENDENT

Reading Wrap-Up



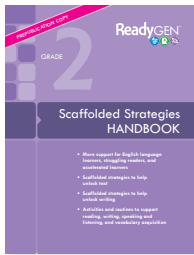
SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Explain how the map contributes to and clarifies the text.



Read fluently and accurately. FS.2.4.b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If... children struggle to interpret the map,
then... use the Language Analysis lesson in small groups to help them complete their Four-Column charts.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Revisit the map on pp. 38–39. Read the key with children to help them understand what each color stands for. [Point to a red area on the map](#). Help children identify the state they are pointing to. Then have them add it to the correct column of their chart. Repeat this procedure for the other three damage categories. Make sure children understand that earthquakes are more likely to strike in red and orange areas and less likely to strike in light orange or yellow areas. Talk about how the map helps them better understand the text on pp. 38–39.

ORAL READING

ACCURACY Explain that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud p. 40. Model reading with accuracy.

Have children read the same page aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how the map contributes to and clarifies the text,

then...extend the Language Analysis lesson by having children consider why the author used a map to show this information.

FLUENCY CHECK To provide practice with reading fluently, have children use the Oral Reading activity.

READING ANALYSIS

Have children revisit the map on pp. 38–39 and discuss why the author chose to present this information as a map. Use the following questions to guide their discussion.

- Which sentence on page 38 does the map directly support? (They can also tell us where earthquakes are likely to strike.)
- Why do you think the author chose to present this information as a map rather than as text? (Possible response: The map makes it easier to picture where earthquakes are likely to strike. It would take a lot of space to describe the likelihood of an earthquake in each state, but it is easy to show this information on a map.)
- Why is a key an important part of a map? (Possible response: Without a key, you wouldn't know what the colors stand for so the map would be difficult to interpret.)
- What is another way the author could have presented this information? (The author could have given a ranked list of states from states with the most earthquakes to states with the least.)

ORAL READING

ACCURACY Explain that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud p. 40. Model reading with accuracy.

Have children read the same page aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

Use texts to form opinions. © RI.2.8, W.2.1

Identify adverbs. © L.2.1.e

Writing

Opinion Writing

FORMING AN OPINION

TEACH Review with children that an opinion is what a person thinks or believes. As readers, we form opinions about what we read. When we form opinions about an informational text, we may decide whether we thought it was interesting or whether the author did a good job of explaining information. The words *think*, *believe*, and *should* often signal an opinion.

Explain to children that opinions are not wrong or right. However, an opinion must be supported with reasons, facts, and examples. Acknowledge that different readers may have different opinions about a text. Point out the importance of stating opinions in a polite and respectful way.

During reading, readers can form an opinion about an informational text by keeping some questions in mind as they read:

- Is the topic clearly stated?
- Is there enough information about important points?
- Did the author do a good job of using diagrams, maps, and visuals to present information?
- Was all the information clear, or could the author have explained something in more detail?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

A CLOSER LOOK Read p. 15 aloud. Then model expressing an opinion about what you read. *I thought the author did a good job of explaining how destructive earthquakes can be. He gave specific examples of the damage they cause. They can knock down buildings and wreck highways. They can destroy whole cities and towns. These details help me understand the effects of earthquakes.*

Discuss with children the reasons you gave to support your opinion. Point out that citing specific examples from the text, or text evidence, is an effective way of supporting your opinion.

Revisit p. 22 and read the text aloud. Think-aloud about the process of asking yourself questions to form an opinion. *When I read about the Pacific Ring of Fire, I still had some unanswered questions. I wondered why most earthquakes happen here and why it's called the Ring of Fire. I thought this section would have been better if the author had provided some additional information in the text about the Pacific Ring of Fire to answer those questions.*

Explain to children that when they are writing opinions, their opinion will be stronger if they provide specific reasons and details to explain it.

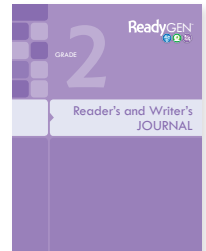
CONVENTIONS Adverbs

TEACH AND MODEL Remind children that adverbs describe verbs, adjectives, or other adverbs. Adverbs often tell *how*, *where*, *when*, *why*, or *to what extent*. Many adverbs end in *-ly*, but not all do.

Stay **away** from windows, mirrors, and high cabinets.

Away is an adverb. It describes the verb *stay*. It tells *where* to stay: *away*.

APPLY Pair children up. Have children write two sentences. Tell them to write one with an adverb that tells *how* and one with an adverb that tells *when*. Have them circle the adverbs in their sentences. For additional practice with adverbs, have children turn to p. 228 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared opinion writing task.

 W.2.1, W.2.7

Support reasons with opinions and details.

 W.2.1

Opinion Writing

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How are ideas, events, and information presented in a text?*, and the Enduring Understanding: *Learners understand that change can happen quickly and create challenges.*

Explain that together the class will write an opinion about the way ideas, events, and information are presented in *Danger! Earthquakes*. They will support their opinion with reasons and details.

- **Express an Opinion**—Ask children to share their opinions about the way the author presented information in *Danger! Earthquakes*. For example, *What ideas did he make clear? Which ideas could have been clearer?* If necessary, restate children’s ideas as opinions. Then take a class vote to choose one opinion to write about.
- **Brainstorm Reasons and Examples**—Ask children to give reasons, examples, or details that support the opinion. For example, children may say that the author should have included a diagram of the different layers of the earth. Ask them to consider why including this information would have made the text more understandable. Write these ideas on chart paper.
- **Write an Opinion Paragraph**—Once children have chosen an opinion and brainstormed reasons and examples to support it, begin writing an opinion paragraph. You will want to begin the writing and then ask volunteers to give you ideas to add to the writing. Remind children to revisit the list of reasons and details, to revisit the text, and to think carefully about how they are supporting their opinion.

MODEL OPINION PARAGRAPH *I think the information on pages 24–27 about plates sliding past each other to cause an earthquake would have been clearer if the author had included a diagram to show what this looks like. The photographs do not really help me picture how the plates move to cause an earthquake. A diagram with arrows and labels would have made this information easier for me to understand.*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING On a separate sheet of paper, have children write an opinion about one of the following: *Does the text give enough information about how to survive an earthquake?* or *Would text features, such as headings and captions, have improved the text? If so, how?* Children will list reasons and details from the text that support their opinion. Then have children turn to p. 230 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. state an introductory sentence that tells their opinion.
2. list reasons and details from the text that supports their opinion.
3. write a conclusion that restates their opinion.

Encourage children to give at least three reasons or examples to support their opinion. Ask children to include at least two adverbs in their paragraph.

USE TECHNOLOGY If available, have children write their paragraphs on a computer or electronic tablet.

Writing Wrap-Up



Ask volunteers to share their opinion paragraphs with the class. Have classmates say which reasons and details they thought best supported the opinion. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

STATING AN OPINION Help children write their opinion paragraphs by providing sentence frames such as *I think that _____.* *One reason I think this is because _____.* Share the pen with children by having them complete the frames as they are able. Supply words and details as needed.


STRATEGIC SUPPORT


TEXT EVIDENCE Prompt children who struggle with finding reasons with questions such as *Did you have enough information? What questions did you still have after you read? Was it easy to find information? Why or why not?*

LESSON 10
OBJECTIVE

Describe how words supply rhythm and meaning.  RL.2.4

READING
OBJECTIVES

Identify genre: poetry.  RL.2.10

Use text evidence to answer questions during a close reading.  RL.2.1

Read Anchor Text

Build Understanding

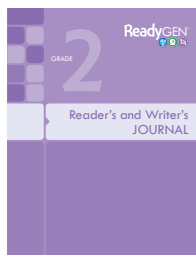
INTRODUCE Explain that “Who Could Somersault the San Andreas Fault?” is a poem about a geographical feature located in California. The fault is a sliding boundary created by shifting plates below Earth’s surface. Movement along the fault causes earthquakes. Readers learn about this factual location through the poet’s use of specific words and facts. Explain that the Enduring Understanding for this lesson is: *Learners understand that change can happen quickly and create challenges.*

LESSON 10
FIRST READ

Explore the Text

ENGAGE CHILDREN Display the poem “Who Could Somersault the San Andreas Fault?” in the *Text Collection* and draw attention to details in the picture. Point out that the words on the sign are both part of the picture and part of the text of the poem. Remind children that many poems include rhythm and rhyme. Have children share an answer to the question posed in the title. Introduce the Essential Question for this lesson: *How are ideas, events, and information presented in a text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD “Who Could Somersault The San Andreas Fault?”

Read the poem aloud as children follow along. Use the **Read Aloud Routine** on pp. TR40–TR43. In this first reading, children should focus on understanding the “gist” of the text and listen for rhyming words. Following the reading, discuss the questions below.

- Do you think the poem is silly or serious? Explain.
- What are some words in the poem that rhyme?
- What questions do you have?

Have children use p. 221 in the *Reader’s and Writer’s Journal* to record their answer to one of the questions. Use children’s written responses to monitor progress.



LESSON 10
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about the text's genre and what is being described. Use the following prompts to lead the discussion.

- **What is the poem mainly about?** (The poem is about the San Andreas Fault.) **How does the poet give readers a sense of how large and wide the fault is?** (The poet says, "No one could possibly pole-vault or trampoline or somersault" across it. The text says the fault is "600 miles long and 20 deep.") **Key Ideas and Details**
- **BY-THE-WAY WORDS** In the first line the poet says no one could pole-vault over the fault. To *vault* means "to go over or across something." What does the verb *pole-vault* mean? (To *pole-vault* means "to go over or across something using a pole.") Who can demonstrate a somersault for us?
- According to the poem, what are some ways people cannot get across the San Andreas Fault? Why wouldn't these methods work? (The poet says people cannot pole-vault, trampoline, or somersault across the fault. These methods would not work because the fault is too wide.) **Integration of Knowledge and Ideas**
- How is the text organized? (The text is organized in lines.) What do we call each group of lines? (Each group of lines is a stanza.) What is unusual about the last stanza? (The last line of text is part of the picture.) **Craft and Structure**
- Look at the last word in the first three lines of the poem. What do you notice about these words? (The last word in each line rhymes.) **Craft and Structure**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS


VERBS Children may need extra help understanding the meaning of the verbs in the first stanza. Use pictures and pantomime to support children's understanding of the words *pole-vault*, *trampoline*, and *somersault*.


STRATEGIC SUPPORT

USE OF ITALICS Help children understand that the word *I'll* in the third stanza is in italic because it should be read with extra emphasis. Reread the stanza, and then discuss how the speaker's emphasis of this word sets up a contrast between himself and the unlucky lad in the second stanza.

READING OBJECTIVES

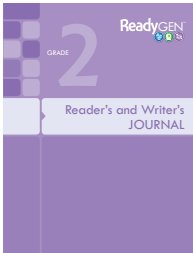
Identify how words supply meaning in the text.  **RL.2.4**

Correctly use words from the text.  **L.2.6**

Compare and contrast main topics in texts.  **RI.2.9**

BENCHMARK VOCABULARY

- continent, p. 49
- divide, p. 49



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from “Who Could Somersault the San Andreas Fault?”, p. 49 in the *Text Collection*, with the words *continent* and *divide*.



TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR62–TR67, teach the meaning of *continent*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *divide*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 222 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



COLLABORATE Use the **Paired Discussion Routine** on pp. TR28–TR31. Think aloud, comparing and contrasting the main topic in each text. *When I compare **Planet Earth** and the poem, I notice that both texts give factual information. In contrast, the two texts are organized in different ways. The book has paragraphs, and the poem has lines of text.*

As a whole class, compare and contrast how the topic of earthquakes and the San Andreas Fault is presented in *Danger! Earthquakes* and in the poem. Focus children's attention on the pages in the book that specifically relate to the San Andreas Fault.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share their opinions and to cite text evidence that supports their opinion to the question: *Is it important to inform people about what to do during an earthquake?* (Possible response: Yes, it is important because the information might save some people from being hurt or killed.)



Language Analysis

WORD CHOICE Explain that poets sometimes express their ideas in few words, so they must choose carefully. Poets often use words to create rhythm (a pattern of sounds). Rhythm adds interest to the poem.

CITE TEXT EVIDENCE Reread the first stanza. Focus on word choice and rhythm. Use the following prompts to guide discussion:

- **What verbs does the poet use in the first stanza?** (*pole-vault, trampoline, somersault*) **What do you picture when you hear these words?** (I see someone flying through the air and then falling a long way to the ground.) **Do you think the poet is being serious? Explain.** (No. It is silly to think of people crossing the fault by using a trampoline or doing a somersault.) **How do the verbs add humor to the poem?** (The words are funny because they name ways that no one would use to get across something as big as the San Andreas Fault.) **In the middle of our Web B, we'll write Humor. Then in each oval around the middle, we'll write one of the verbs used by the author to show humor.**

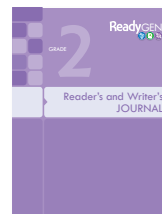
Independent Reading Practice

LANGUAGE ANALYSIS: WORD CHOICE Have children complete a Web B for the second stanza. Have them focus on word choices and how they add humor or meaning to the poem.

WRITING IN RESPONSE TO READING Have children turn to p. 227 in the *Reader's and Writer's Journal* to review this prompt: *Why do you think the poet took a humorous approach to such a serious subject?*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice how ideas and information are connected. Use the **Independent Reading Routine** on pp. TR48–TR51.



INDEPENDENT

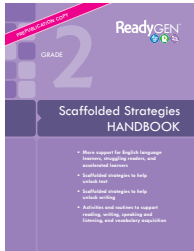
Reading Wrap-Up



SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVE

Describe how words supply rhythm and meaning. © RL.2.4



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to describe how words supply rhythm and meaning,

then...use the Language Analysis lesson in small groups to help them understand the poet's use of specific words.

If...children need extra support to understand the meaning of the poem,

then...use the Close Reading Workshop in small groups to provide scaffolded support for the poem.

LANGUAGE ANALYSIS

Reread the second stanza with children. Talk about what the words mean as well as what they help readers visualize. For example, talk about how the phrase “unlucky lad” adds humor and how the phrase “From Malibu to Riverside” expresses a huge distance that is impossible for a person to cross in one movement. Have children tell what they associate with the phrase “Could feel the continent divide” and what this phrase makes them visualize.

CLOSE READING WORKSHOP

READ “Who Could Somersault the San Andreas Fault?” Read the poem aloud as children follow along. Talk about the features of the poem.

- 1 **How is the text in a poem different from the text in a book?** (The text in a poem is organized into short lines. The lines are organized into groups.)
- 2 **How can you tell if a poem rhymes?** (I can listen for words that have the same ending sound.) **Where should you look in a poem for rhyming words?** (I should look at the last word in each line.) **Listen as I reread the third stanza. Which words rhyme?** (*deep, leap, sleep*)
- 3 **Softly clap as I reread the poem. What do you notice about the rhythm of the words?** (Possible response: The words create a rhythm or a steady beat.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how words supply rhythm and meaning, **then...**extend the Language Analysis lesson by having children work with a partner to discuss the poet's use of specific words in the third stanza.

LANGUAGE ANALYSIS

Have children reread the third stanza in "Who Could Somersault the San Andreas Fault?" With a partner, have children identify specific words the poet uses to convey meaning and create a humorous tone. Guide their partner discussions with these prompts:

- **Which words does the poet use to provide factual information about the San Andreas Fault?** (600 miles long and 20 deep)
What do you picture when you read these words? (Possible response: I picture a huge break in the surface of the Earth that goes on and on as far as you can see.)
- **What makes the next line, "Now that is something of a leap," humorous?** (Possible response: The words make you picture someone trying to jump over the huge fault. It would be impossible to try to jump so far. It would be silly to even try to do it.)
- **How does the next line reveal the speaker's point of view and add humor to the poem?** (Possible response: This line shows that the speaker realizes that it is silly to try to jump across the fault. It is funny because the speaker has described ways people could cross the fault but says he or she will just stay in bed and sleep.)

WRITING OBJECTIVES

Recall information from experiences or sources when writing about a topic.



Understand the use of apostrophes in contractions.



Writing

Poetry

USING FACTS IN WRITING

TEACH Review the idea that authors sometimes include factual information when they write about a topic.

Remind children that the texts they have read in this unit have featured facts about earthquakes, including what causes them and the problems they can create. Explain that authors of informational texts often use facts to support their points and that any type of text, including a poem, can include factual information. Point out that an author can use facts to inform readers, explain an idea, or describe a topic.

During reading, readers can look for facts. They can identify facts by keeping some questions in mind as they read:

- What is the topic of this text?
- What words are used to state facts?
- Which information states something that is true about the topic?
- What words are used to inform readers about the topic?
- What information does the author use to explain an idea?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of facts in the poem. Revisit the third stanza of “Who Could Somersault the San Andreas Fault?”

600 miles long and 20 deep—
Now that is something of a leap.

The poet includes facts about the San Andreas Fault by telling how long and how deep the fault is.

Revisit the last stanza and read it aloud.

Anyway, the road signs warn ya:
No jumping over **California**!

The poet's use of the word **California** is a fact. It indicates the location of the San Andreas Fault.

Explain to children that when they are writing poems, they can include facts about their topic.

CONVENTIONS Apostrophes in Contractions

TEACH AND MODEL Remind children that a contraction is a shortened form of two words. An apostrophe is used to indicate where letters have been left out. Common contractions include *I'm* for *I am*, *don't* for *do not*, *he'll* for *he will*, *she's* for *she is*, and *it's* for *it is*.

Two words: I will

Contraction: I'll

Two words: we are

Contraction: we're


A contraction combines two words into one word. In the first example, an apostrophe shows where the letters *w* and *i* have been left out.

APPLY Pair children up. One child writes a contraction. The other partner writes the two words that make up the contraction. For additional practice with contractions, have children turn to p. 228 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Participate in a shared poetry writing task.  W.2.7

Include facts in writing.  W.2.2

Writing

Poetry

SHARED WRITING

PREPARE TO WRITE Remind children of both the Essential Question: *How are ideas, events, and information presented in a text?* and the Enduring Understanding: *Learners understand that change can happen quickly and create challenges.*

Explain that the class will write a few lines of poetry about a fact related to earthquakes. The poem may include rhyming words, but it does not have to.

- **Identify the Topic**—Ask children to think about what they learned about earthquakes in *Danger! Earthquakes*. Have children share key points about what causes earthquakes and what damage earthquakes can cause.
- **Choose a Fact**—Review the first three pages in *Danger! Earthquakes* and choose a fact that they would like to write about. Again, take a class vote to choose the fact, such as “earthquakes make the ground shake and roll.”
- **Brainstorm Related Words and Phrases**—Ask children to name words and phrases they connect to the selected fact. For example, children might suggest words such as *shake, move, violent, scary, and destroy*. Ask: *What words describe the sounds you might hear when the ground shakes and rolls? What words describe how people might feel when the ground shakes and rolls?* Write these ideas on chart paper.
- **Write a Few Lines**—Once children have chosen a fact about earthquakes and suggested related words and phrases, begin writing a few lines of poetry about the fact. You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing. Remind children to revisit the brainstormed list of sound words and feelings, to revisit the appropriate pages in the text *Danger! Earthquakes*, and to think carefully about how they are stating factual information.

MODEL POEM Boom! Crash! *What’s that sound?*
The furniture is moving around.
The ground rumbles and I wonder
What is happening deep down under?
I sit up in bed and I’m wide awake!
I know what this is: *It’s an earthquake!*



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Shared Writing activity to their own writing as they work through the Independent Writing Practice.

WRITING Have children review what they have learned about earthquakes. Children will choose a fact about earthquakes. Then, on a separate sheet of paper, children will write a few lines of poetry about this fact. Children will turn to p. 230 in the *Reader's and Writer's Journal* review the writing task. Have children:



1. flag a fact about earthquakes in any of the texts read in the unit.
2. write a few lines of poetry about this fact.
3. use related words and phrases to inform readers or explain ideas.

Remind children to return to the third and fourth stanzas of “Who Could Somersault the San Andreas Fault?” to find examples of how the author included facts about the topic. Have children check to make sure they used pronouns and contractions correctly.

USE TECHNOLOGY If available, have children use a computer or an electronic tablet to write their poetry. They may e-mail to a friend when they finish.

Writing Wrap-Up



Ask volunteers to share their poetry with the class. Have classmates then identify the fact that was included in the poem. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

POETRY English language learners may find it difficult to write in the condensed form of a poem or to incorporate rhyming words. Have children simply focus on writing short statements and making each sentence one line of their poem. Tell children that it is not necessary for the last word in each line of their poem to rhyme.

STRATEGIC SUPPORT

FACTS Have children who struggle with identifying an appropriate fact work with you to find a short statement about earthquakes. Focus attention on the opening pages of *Danger! Earthquakes*, which include facts about the damage earthquakes can cause.


LESSON 11 OBJECTIVE

Describe the connection between scientific ideas in texts.  RI.2.3

READING OBJECTIVES

Understand how ideas and information are connected in informational texts.

 RI.2.3

Use text evidence to answer questions during a close reading.  RI.2.1

Read the Texts

Build Understanding

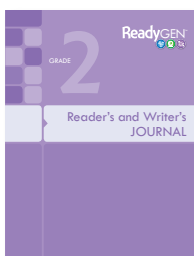
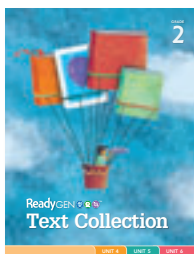
INTRODUCE Explain to children that today they will be returning to the texts they have previously read in the unit, *Planet Earth* and *Danger! Earthquakes*, to describe the connection between scientific ideas. Then have them focus on the following Enduring Understanding as you work through the connections: *Readers understand ideas and information are connected in informational texts.*

LESSON 11 FIRST READ

Explore the Text

ENGAGE CHILDREN To begin the process of comparing *Planet Earth* and *Danger! Earthquakes*, have volunteers recount the main ideas that were presented in each of the texts. On the board or chart paper, make a list of the main ideas in each text. Have children use the lists to talk with a partner about how the information presented in the two texts helped them better understand our planet. Then have children focus on the Essential Question for today's lesson: *How are ideas, events, and information presented in a text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Planet Earth* and *Danger! Earthquakes* Read aloud page 14 in *Planet Earth* and page 13 of *Danger! Earthquakes* in the *Text Collection*. Use the **Read Aloud Routine** on pp. TR40–TR43. Have children compare the descriptions of earthquakes. After reading, discuss the questions.

- How are the two texts similar? How are they different?
- Which text do you think was more informative? Why?
- What questions do you have?

Have children use p. 231 in the *Reader's and Writer's Journal* to record an answer to one of the questions. Use children's written responses to monitor progress.



LESSON 11
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading of *Planet Earth* (pp. 12–16) and *Danger! Earthquakes* (pp. 24–26), have children focus on key ideas and details as they talk about how ideas are presented in informational texts. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** On page 12 in *Planet Earth*, the text says that inside Earth “you would soon reach a thick layer of *solid* rock.” Which word in the text helps you understand that something that is *solid* is hard and firm? (The text says that the rock is solid. We know that rocks are hard, firm, and keep their shape, so it helps us understand what *solid* means.) How does the author describe the crust in *Danger! Earthquake*? In *Danger! Earthquakes*, the author says that the crust is a layer of rocks. Rocks are solid, so Earth’s crust is solid.)
- **BY-THE-WAY WORDS** On page 13 of *Planet Earth*, it says that rocks melt and become liquid. Which word helps you understand the meaning of *liquid*? (The word *melt* helps me understand that something that is liquid flows and doesn’t hold its shape.) Which word on page 26 of *Danger! Earthquakes* tells readers where the liquid rock is located beneath Earth’s crust? (The layer of melted, or liquid, rock is in the mantle.)
- Which word is used by both the author of *Planet Earth* and the author of *Danger! Earthquakes* to show readers that when plates slip past each other, it is quick and unexpected? (Both authors say that the rocks “suddenly” slip, or slide past each other.)
- In both *Planet Earth* and *Danger! Earthquakes*, how do the authors describe how the rocky plates under the Earth’s surface mostly move? In *Planet Earth*, the author says the rocky plates move slowly. In *Danger! Earthquakes*, the author says the rocks may stay in place for years. **Integration of Knowledge and Ideas**

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

USE PICTURES Use the labeled illustrations in *Planet Earth* to help children build their speaking and academic vocabulary. Point to the labeled pictures, read the labels, and have children repeat. Then have children work with a partner to take turns pointing to illustrations and diagrams and naming what is shown.

STRATEGIC SUPPORT

PUNCTUATION CUES Point out the ellipsis on p. 15 in *Planet Earth* and explain that authors use ellipses to show that an idea is being continued. Ellipses add suspense to the text by making readers pause before finding out what happens. Explain that on p. 15 the author uses ellipses to emphasize that the slip is sudden.

READING OBJECTIVES

Identify how words supply meaning in an informational text.

RI.2.4

Correctly use words from the text.

L.2.4

Compare and contrast texts to better understand a topic.

RI.2.9

Describe the connections between scientific ideas in texts.

RI.2.3

BENCHMARK VOCABULARY

- scrape, p. 15
Planet Earth
- grind, p. 27
Danger! Earthquakes

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Planet Earth*, p. 15, and *Danger! Earthquakes*, p. 27 in the *Text Collection*, with the words *scrape* and *grind*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *scrape*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *grind*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 232 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



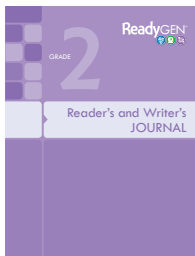
COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR32–TR35. In both *Planet Earth* and *Danger! Earthquakes*, the authors describe how earthquakes happen. Discuss how reading several texts on a topic deepens knowledge. Think-aloud about connecting text details to deepen your understanding: *In Planet Earth, the author explained that beneath Earth's surface, huge pieces of rocks scrape past each other. In Danger! Earthquakes, the author explains that these huge pieces of rock are called plates.*

As a whole group, have children look through *Planet Earth* and *Danger! Earthquakes*. Compare and contrast the texts and find examples where one text deepened children's understanding of the information in the other.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Review what it means to give an opinion. Ask children to share their opinions and to cite text evidence that supports their answers to the question: *Which text describes earthquakes more clearly?* (Possible response: I think *Planet Earth* is clearer because the diagrams help me better understand how earthquakes happen.)



Reading Analysis

CONNECT SCIENTIFIC IDEAS Tell children that authors often use causes and effects to connect scientific ideas and events. A cause is why something happens. An effect is what happens. Words such as *because*, *so*, or *as a result* show connections between ideas. Readers can also figure out connections by asking themselves “What happened?” and “Why?”

CITE TEXT EVIDENCE Have children revisit both informational texts as they answer the following questions:

- Reread page 25 of *Danger! Earthquakes* and page 15 of *Planet Earth*. What causes earthquakes? (Earthquakes are caused by huge plates suddenly slipping.)
- Why do the authors of *Planet Earth* and *Danger! Earthquakes* describe what Earth is like beneath the surface? How does this information connect to earthquakes? (The authors’ descriptions help readers understand that there is both solid and liquid rock, which is why rocks can move. This helps readers better understand how earthquakes happen.)

Independent Reading Practice

LANGUAGE ANALYSIS: CONNECT SCIENTIFIC IDEAS Have children work independently to identify other connections between scientific ideas in *Planet Earth* and *Danger! Earthquakes*. Have them turn to p. 233 in the *Reader’s and Writer’s Journal* and describe a connection between scientific ideas in *Planet Earth* and *Danger! Earthquakes*.



WRITING IN RESPONSE TO READING Have children turn to p. 235 in the *Reader’s and Writer’s Journal* to read this prompt: Use text evidence to tell how the illustrations on page 15 in *Planet Earth* compare to the photograph on page 26 in *Danger! Earthquakes*. Have children write their responses on a separate sheet of paper.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice how ideas and information are connected. Use the **Independent Reading Routine** on pp. TR48–TR51.


INDEPENDENT


Reading Wrap-Up

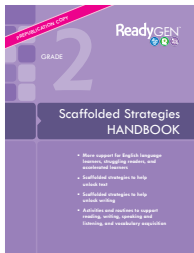


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Describe the connection between scientific ideas in texts.  RI.2.3

Use text evidence to answer questions during a close reading.  RI.2.1



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to describe the connection between scientific ideas in texts,

then...use the Reading Analysis lesson in small groups to help them write about connections in the *Reader's and Writer's Journal*.

If...children need extra support to understand the text,

then...use the Close Reading Workshop in small groups to provide scaffolded support for *Planet Earth* and *Danger! Earthquakes*.

READING ANALYSIS

Revisit the text on p. 15 of *Planet Earth* and p. 25 of *Danger! Earthquakes*. **Earthquakes happen when rocks slip past each other. This is more likely to happen in places where the ground is cracked. What is a large crack in Earth's surface called?** Elicit that large cracks in Earth's surface are called *faults*. Earthquakes are more likely to occur at faults. Guide children to write a sentence describing the connection between earthquakes and faults.

CLOSE READING WORKSHOP

REVISIT *Planet Earth* and *Danger! Earthquakes*.

- 1** Which text makes earthquakes seem more serious and destructive? **Why?** (Possible response: *Danger! Earthquakes* makes earthquakes seem more serious and destructive because it says that earthquakes can knock down buildings, wreck highways, and destroy cities and towns. In contrast, *Planet Earth* says buildings can crack and crumble and some even fall down. The words *wreck* and *destroy* are much stronger than *crack* and *crumble*.)
- 2** How do the authors of each text show the destruction caused by earthquakes? Which presentation do you think is more effective? **Why?** (Possible response: The author of *Planet Earth* shows an illustration of a shack that is crumbling in an earthquake. The author of *Danger! Earthquakes* shows several photographs of the destruction caused by earthquakes. The photographs are more effective because they show actual damage caused by earthquakes, including buildings that have been completely destroyed.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how to connect scientific ideas in texts, **then...**extend the Reading Analysis lesson by having children focus on the connection between scientific ideas in *Danger! Earthquakes* and the poem “Who Could Somersault the San Andreas Fault?”

READING ANALYSIS

Have children look again at the poem “Who Could Somersault the San Andreas Fault” and pp. 24–25 and p. 28 of *Danger! Earthquakes*. Have them make connections between the scientific ideas in each text:

- **Based on what you read in *Danger! Earthquakes* and the poem, what is the San Andreas Fault?** (It’s a fault that runs the length of California.)
- **Why would a fault make “the continent divide”?** (A fault is a large crack, so the San Andreas Fault divides California.)
- **What effect does the San Andreas Fault have on California?** (It causes California to have about 35,000 earthquakes a year because earthquakes are common in fault zones.)
- **The poem says that the San Andreas Fault is about 600 miles long. *Danger! Earthquakes* says it is about 700 miles long. How could you check which length is correct?** (You could check a reference text, such as a print or online encyclopedia.)


WRITING OBJECTIVES

Describe connections between scientific ideas in texts.



Plan and draft a newspaper article.



Understand the use of the apostrophe in contractions. 

Writing

Informative/Explanatory Writing

CONNECTION OF SCIENTIFIC IDEAS

TEACH Review the idea that authors of science texts often try to explain why things happen and what happens as a result. To show the connections between ideas, they may use causes and effects. An effect is what happens. A cause is why something happens.

Talk about the importance of recognizing the connections between and among ideas when reading a scientific text. Point out that there are a variety of ways that authors can show the connections between ideas. They may use diagrams and illustrations that show how one event leads to another. They may also use the words *because*, *so*, *since*, and *as a result* to signal causes and effects within the text.

During reading, readers can attend to the connections between scientific ideas by keeping some questions in mind as they read:

- What happened?
- Why did it happen?
- What happened as a result?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children identify the connections between scientific ideas. Revisit p. 8 of *Planet Earth*.

Planet Earth is full of life **because** there is air and water here.

The word *because* signals the reader that the author is connecting scientific ideas. Why is planet Earth full of life? *Because* there is air and water here.

Revisit p. 27 of *Danger! Earthquakes*.

The layers of rock in this photo folded **because** of movements in the mantle.

The information that follows the word *because* tells why something happened. Why did the layers of rock fold? *Because* of movements in the mantle.

Explain to children that recognizing the connections between scientific ideas can help them better understand science topics and texts. Text, photographs, and diagrams can all work together to strengthen our understanding of these connections.

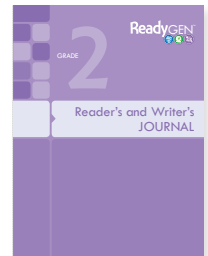
CONVENTIONS Contractions

TEACH AND MODEL Remind children that contractions are two words combined with an apostrophe. The apostrophe takes the place of the missing letter or letters.

It's safer to build a house on flat land and solid rock.

The contraction *it's* combines the words *it* and *is*. The apostrophe takes the place of the *i* in *is*.

APPLY Write the words *I, am, she, you, they, had, not, would, and is* on the board. Have children work in pairs to form as many contractions as they can. For additional practice with contractions, have children turn to p. 237 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVES

Correctly incorporate facts into a newspaper article.



Research a topic.



Informative/Explanatory Writing

WRITING PROCESS

PLANNING AND DRAFTING Review with children the five steps of the writing process: planning, drafting, revising, editing, and publishing. Remind them that during the planning and drafting steps of the writing process, their main goal is to organize their ideas and then get them on paper.

Explain that it is fine to change things on their plan if they have some new ideas. Point out that published writers make changes all the time as they plan and write. Tell children not to worry if their first draft has errors. They will be able to fix mistakes when they revise and edit.

Explain to children that the class will plan and draft a newspaper article based on an event from *Planet Earth* or *Danger! Earthquakes*.

- **List Events**—Revisit *Planet Earth* and *Danger! Earthquakes* with children and list events on chart paper. For example, from *Danger! Earthquakes*, children might list the earthquake in Italy in 1908.
- **Choose an Event**—Review the events on the chart paper. Take a vote to choose an event, such as “the 1908 earthquake in Italy.”
- **Plan the Article**—With children, complete a web for the event. The event should go in the middle, and children should answer *who*, *what*, *where*, and *when* in the surrounding ovals. Point out that they can answer the questions *who* (85,000 people), *when* (1908), *where* (Italy), and *what* (an earthquake) by reading p. 17 of *Danger! Earthquakes*. They will need to do additional research to add details to the article.
- **Draft the Article**—You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing. Remind children to revisit their webs, page 17 of *Danger! Earthquakes*, and to make sure they are answering *who*, *what*, *where*, and *when* as they write.

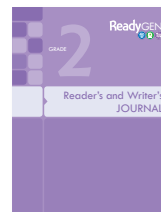
MODEL ARTICLE *Earthquake Hits Southern Italy* On December 28, 1908, a powerful earthquake rocked Italy. Experts believe it was the strongest earthquake to strike Europe. A tsunami added to the damage. Approximately 85,000 people lost their lives in this terrible disaster.



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Writing Process activity to their own writing as they work through the Independent Writing Practice.

FORMATIVE ASSESSMENT Have children revisit *Planet Earth* or *Danger! Earthquakes* to write a newspaper article based on an event from one of these texts. Children will plan and draft their article on a separate sheet of paper. They will do research as needed to answer the questions *who*, *what*, *where*, *when*, and *why*. Then they will turn to p. 239 in the *Reader's and Writer's Journal* to write their newspaper articles. Have children:



1. choose an event.
2. research the event to answer the questions *who*, *what*, *where*, *when*, and *why*.
3. write a first draft of their article.

Remind children that their newspaper article should include a headline that clearly states the event they are writing about. If possible, have children use contractions in their writing.

USE TECHNOLOGY If available, have children use a computer or electronic tablet to share the headline of their newspaper article with a peer through e-mail.

Writing Wrap-Up



Ask children to share their newspaper articles with a partner. Have each partner try to answer *who*, *what*, *where*, and *when*, based on their partner's article. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction


ENGLISH LANGUAGE LEARNERS

USE SENTENCE FRAMES English language learners may need the support of sentence frames to write their articles. Provide a basic frame for the article and then share the pen with children to complete it with details from their graphic organizer.

STRATEGIC SUPPORT

ANSWERING W QUESTIONS Tell children that the first paragraph of their article should introduce the topic and tell *where* and *when* the event happened. The body of their article will give details about *what* happened and *who* was affected.


LESSON 12
OBJECTIVE

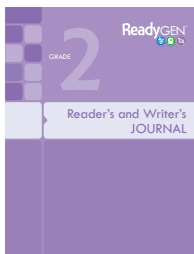
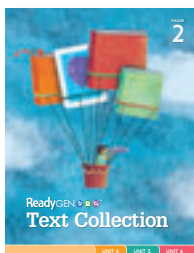
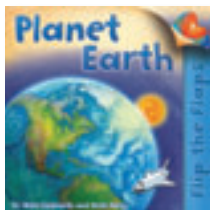
Compare texts on the same topic.  RI.2.9

READING
OBJECTIVES

Describe connections between scientific ideas in texts.



Use text evidence to answer questions during a close reading.  RI.2.1



Read the Texts

Build Understanding

INTRODUCE Explain to children that today they will be returning to the texts they have previously read in the unit, *Planet Earth* and *Danger! Earthquakes*, to compare two texts on the same topic. Then have them focus on the following Enduring Understanding as you work through the connections: *Readers understand ideas and information are connected in informational texts.*

LESSON 12
FIRST READ

Explore the Text

ENGAGE CHILDREN To continue the process of comparing *Planet Earth* and *Danger! Earthquakes* in the *Text Collection*, have volunteers summarize what they have learned about earthquakes. Have children page through each text and note text features that each author used to present information, such as photographs or diagrams. On the board or chart paper, list the text features children noted. Have children use the lists to talk with a partner about how the text features in both texts helped them better understand earthquakes. Then have children focus on the Essential Question for today's lesson: *How are ideas, events, and information presented in a text?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Planet Earth and Danger! Earthquakes* Read aloud pp. 12–17 in *Planet Earth* and pp. 13–17 in *Danger! Earthquakes* in the *Text Collection*. Use the **Read Aloud Routine** on pp. TR40–TR43. Have children compare the descriptions of what happens beneath Earth's surface. After the reading, discuss the questions below:

- What is a fact you learned from one of the texts?
- Which text did you find more interesting? Why?
- What questions do you have?

Have children use p. 231 in the *Reader's and Writer's Journal* to record an answer to one of the questions. Use children's written responses to monitor progress.



LESSON 12
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading of *Planet Earth* and *Danger! Earthquakes*, have children focus on key ideas and details as they talk about how scientific ideas are connected in each of these texts. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** On page 15 in *Danger! Earthquakes*, the author says that earthquakes cause more damage than any other natural disaster. What does the word *disaster* mean? (A disaster is an event that causes great destruction or loss.) Besides earthquakes, which events described in *Planet Earth* could also be considered natural disasters? (Volcanoes)
- **BY-THE-WAY WORDS** On pages 15 and 17 in *Danger! Earthquakes*, the text says that earthquakes cause damage. What does the word *damage* mean? (It means loss or harm.) What words are used in *Planet Earth* to describe damage? (“Crack and crumble” and “fall down”)
- The text in *Planet Earth* says that earthquakes can’t be stopped. What does the text say that people need to do to better prepare for earthquakes? (Build better buildings) How does this idea connect to the photos seen on pages 13–17 in *Danger! Earthquakes*? (The photos show buildings that have fallen down. If people built stronger buildings, these photos might not show so much damage.)

Key Ideas and Details

- Which images are more powerful to you as a reader to show the damage of earthquakes: the images under the flap in *Planet Earth* or the images in *Danger! Earthquakes*? Explain. (The photos in *Danger! Earthquakes* are more powerful because they show actual damage caused by earthquakes.)
- Integration of Knowledge and Ideas**

Scaffolded
Instruction**ENGLISH LANGUAGE LEARNERS**

POSITION WORDS Point out the word *underground* on p. 15 and *underwater* on p. 17 of *Planet Earth*. Tell children that *under* means below, and use gestures to clarify. Help children use the meaning of *under* to figure out that *underground* means “below the ground” and *underwater* means “below the water.”

STRATEGIC SUPPORT

CONNECT TEXTS Reread p. 14 in *Planet Earth* and p. 13 in *Danger! Earthquakes* with children. Have them identify the words used in each text to describe what happens when an earthquake occurs. Point out that “shakes and trembles” is similar in meaning to “shake and roll.”

READING OBJECTIVES

Identify how words supply meaning in an informational text.

RI.2.4

Correctly use words from the text.

L.2.6

Build on others' talk by linking comments to others' remarks.

SL.2.1.b

Compare and contrast texts to better understand a topic.

RI.2.9

BENCHMARK VOCABULARY

- quake, p. 15 *Planet Earth*
- collapse, p. 36 *Danger! Earthquakes*

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *Planet Earth*, p. 15, and *Danger! Earthquakes*, p. 36 in the *Text Collection*, with the words *quake* and *collapse*.



TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR56–TR61, teach the meaning of *quake*. Then, using the information on pp. 150–151b as a guide, discuss where to place it on the word chart. Repeat for the word *collapse*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 232 in the *Reader's and Writer's Journal*. Use their responses to monitor children's progress.

Text-Based Conversation



COLLABORATE Use the **Small Group Discussion Routine** on pp. TR36–TR39. Both *Planet Earth* and *Danger! Earthquakes* give information about Earth and the forces that shape it.

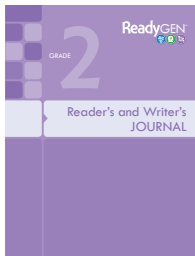
Think-aloud about a part of one of the texts you would like to know more about: *In Planet Earth, the author didn't give much information about why volcanoes erupt. I would like to know more about what causes volcanoes to erupt.*

In small groups, have children look through *Planet Earth* and *Danger! Earthquakes* to find parts of each text they would like to know more about.

Team Talk



STATE AND SUPPORT AN OPINION Use the **Team Talk Routine** on pp. TR28–TR31. Ask children to share their opinions to the question: *Do you prefer informational texts that give a little bit of information about a variety of topics or informational texts that focus on one topic? Explain.* (Possible response: I prefer informational texts that focus on one topic because they give more details about it.)



Language Analysis

COMPARE TEXTS Review that though there are many informational texts on the same topic, the information may be presented differently in each.

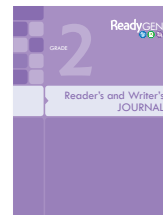
CITE TEXT EVIDENCE Have children revisit pp. 12–13 of *Planet Earth* and pp. 26–27 of *Danger! Earthquakes* as they answer the following questions to compare the texts:

- **How do each of the texts show the inside of Earth?** (*Planet Earth* uses a labeled diagram to show Earth's layers. *Danger! Earthquakes* uses a photograph.) **Which did you think was more effective?** (Possible response: I think the diagram in *Planet Earth* was a clearer way to show what is inside of Earth.)
- **What information about Earth's layers does one text give that the other does not? Why?** (Possible response: *Planet Earth* explains that Earth's core is a huge ball of metal. The author of *Danger! Earthquakes* probably did not include information because it does not directly relate to the text's main purpose.)

Independent Reading Practice

LANGUAGE ANALYSIS: COMPARE TEXTS Have children turn to p. 234 in the *Reader's and Writer's Journal* and write two comparison and two contrast sentences.

WRITING IN RESPONSE TO READING Have children turn to p. 236 in the *Reader's and Writer's Journal* to read this prompt: *Which of the two informational texts do you like more?*



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for ways ideas and information are connected in informational texts. Use the **Independent Reading Routine** on pp. T48–TR51.

INDEPENDENT


Reading Wrap-Up

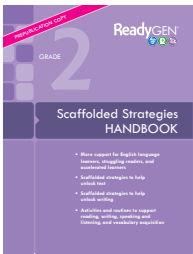
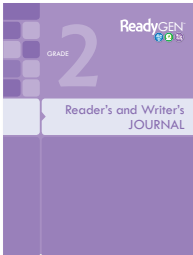


SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR68–TR71.

READING OBJECTIVES

Compare texts on the same topic.  RI.2.9

Read fluently and accurately.  FS.2.4.b



Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to compare the texts,
then...use the Language Analysis lesson in small groups to help them complete the sentences in the *Reader's and Writer's Journal*.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Revisit the text on pp. 14–15 of *Planet Earth* and pp. 24–25 of *Danger! Earthquakes*. Talk about how the author of *Planet Earth* uses text and a labeled diagram to show how earthquakes happen. The author of *Danger! Earthquakes* only uses text. Discuss with children which explanation of an earthquake was clearer and why. Then guide them to write a comparison sentence beginning with the word *Both*. For example, children might write: *Both Planet Earth and Danger! Earthquakes explain how earthquakes happen*. Then have children write a contrast statement using *in contrast to* to connect the differences. For example, *Planet Earth uses a diagram and text in contrast to Danger! Earthquakes which only uses descriptive text*.

ORAL READING

ACCURACY Review that reading accurately means reading each word correctly and not skipping or repeating any words. Have children follow along as you read aloud p. 32 of *Danger! Earthquakes*. Model reading fluently and accurately.

Have children read the same passage aloud, focusing on reading with accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to compare texts,
then...extend the Reading Analysis lesson by having children compare *Danger! Earthquakes* with another informational text about earthquakes.

FLUENCY CHECK To provide practice with reading fluently, have students use the Oral Reading activity.

READING ANALYSIS

Have children look for additional information about earthquakes in science textbooks, the school or classroom library, or, if available, the Internet. Then ask them to compare the text with *Danger! Earthquakes*. Have them use the questions below to guide them:

- What is the main way each author presents information about earthquakes: text or text features? How do they use text, illustrations, diagrams, and photographs? How effective is each text's presentation of the information?
- On what type of information about earthquakes does the text focus? For example, does it talk about a specific earthquake or give information about how earthquakes happen?
- Which text did you find more informative? Why? Cite specific examples from the text to support your opinion.

Have children write their answers to these questions on a sheet of paper and share what they discovered with the group.

ORAL READING

ACCURACY Review that reading accurately means reading each word correctly and not skipping or repeating any words. Have children follow along as you read aloud p. 32 of *Danger! Earthquakes*. Model reading fluently and accurately.

Have children read the same passage aloud, focusing on reading with accuracy. Monitor progress and provide feedback. For optimal fluency, children should reread the passage three to four times.

WRITING OBJECTIVES

Describe connections between scientific ideas in texts.

RI.2.3

Understand the use of apostrophes in contractions. L.2.2.C

Writing

Informative/Explanatory Writing

COMPARING TEXTS

TEACH Review with children that authors may present information about the same topic in different ways. The way authors present information depends on many things: their audience, or who they are writing for; their purpose, or why they are writing; and their focus, or what they want readers to know about the topic.

Talk about the importance of reading different texts on the same topic. Explain that reading multiple texts on the same topic can help them gain a deeper understanding about a topic. For example, *Danger! Earthquakes* gives information about specific earthquakes and provides details about earthquake damage because the author wants to emphasize that earthquakes are dangerous. In *Planet Earth*, the author focuses only on what causes earthquakes because he wants to show that they have an effect on life on our planet.

Readers can compare texts on the same topic by keeping some questions in mind as they read:

- What is the main topic of each text?
- How does each author present information about the topic?
- What information about the topic does each author include?
- Do I have questions about the topic from reading one text that the other text might answer?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children compare how *Planet Earth* and *Danger! Earthquakes* present information about earthquakes. Revisit p. 15 of *Planet Earth*.

What causes earthquakes?

Deep underground, huge pieces of rock slowly scrape past each other. Sometimes they slip suddenly, making the land above them shake.

The author explains the cause of earthquakes: underground pieces of rock scrape past each other and then slip suddenly. I have a question: Why do the rocks move?

Revisit p. 26 of *Danger! Earthquakes* and read the text aloud.

What makes the rocks move?
The answer lies below the crust, in the mantle. . . . movements in the mantle have cracked the crust into huge floating pieces called plates.

Both texts explain how earthquakes happen, but *Danger! Earthquakes* provides extra information that answers my question. The rocks move because they are floating on the mantle.

Explain to children that if they have questions about a topic after reading one text, reading another text on the same topic may help answer their questions or explain things in a way that is easier to understand.

CONVENTIONS Contractions

TEACH AND MODEL Remind children that contractions are two words combined with an apostrophe. The apostrophe takes the place of the missing letter or letters.

That's about as fast as your fingernails grow.

The contraction *that's* combines the words *that* and *is*. The apostrophe takes the place of the *i* in *is*.

APPLY Have children write three sentences. Each sentence should include at least one contraction. Have children exchange sentences with a partner and rewrite the sentences, replacing each contraction with the words for which it stands. For additional practice with contractions, have children turn to p. 238 of the *Reader's and Writer's Journal*.



WRITING OBJECTIVE

Revise and edit the newspaper article.



Informative/Explanatory Writing

WRITING PROCESS

REVISING AND EDITING Remind children that they planned and drafted a newspaper article in the previous lesson. Explain that the next steps are revising and editing.

- Revising is the time to improve writing by making changes and additions so information is easier to understand.
- Editing is when writers read their revised draft to look for mistakes, such as spelling, punctuation, and capitalization errors.

Use the draft you wrote in the previous lesson to model the revision process. Think aloud about revisions you might make.

My headline doesn't seem strong enough to describe an earthquake that killed 85,000 people. I will use a more powerful verb such as *devastates*. I also need to add more details to help readers better understand what happened. For example, I could add the magnitude level of the earthquake.

WRITE A REVISION Ask volunteers to give other suggestions for revisions. Remind children to add details that answer *who*, *when*, *where*, and *what*.

MODEL REVISION *Earthquake Devastates Southern Italy* Early on the morning of December 28, 1908, at 5:20 A.M. a powerful earthquake rocked Italy. Experts believe it was the strongest earthquake to strike Europe. It had a magnitude of 7.5 on the Richter scale. Shortly after the earthquake, a tsunami added to the damage. Huge waves struck the coast. Approximately 85,000 people lost their lives in this terrible disaster.

USE AN EDITING CHECKLIST Explain that after revising, writers edit, looking for spelling, punctuation, and capitalization errors. Walk children through the process of editing.



Independent Writing Practice

Explain that children should apply the steps that the class followed in the Writing Process activity to their own writing as they work through the Independent Writing Practice.

FORMATIVE ASSESSMENT Have children revisit the article they drafted in the previous lesson. Children will revise and edit their article. Then they will turn to p. 240 in the *Reader's and Writer's Journal* to write their final draft. Have children:

1. revise their article to make the information clearer or easier to understand.
2. edit their revised draft to check their spelling, capitalization, and punctuation.
3. write a final copy of their article.



Remind children to make sure their final articles answer the questions *who*, *what*, *where*, and *when*. Have children check to make sure the contractions they use are correct.

USE TECHNOLOGY If available, have children use a computer or electronic tablet to write their final drafts.

Writing Wrap-Up



Ask children to share their revised article with a partner. Have partners compare the original draft with the revised and edited version and discuss how the revisions improved the article. Use the **Writing Wrap-Up Routine** on pp. TR72–TR75.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

EDITING English language learners may need help recognizing spelling and punctuation errors. If possible, have children proofread their work with a partner or type their article on a computer or electronic tablet with spelling and grammar check enabled. Work with them to correct their mistakes, reviewing common spelling patterns and punctuation rules as needed.

STRATEGIC SUPPORT

REVISING Children may need help finding places to add information. Read their article with them and share questions you still have after reading. Guide children to add details that answer your questions.



OBJECTIVE

Write an informative text about a natural event that causes planet change.

W.2.2

Performance-Based Assessment

TASK

IN THE NEWS

Planet Earth is in a constant state of change. Children will use information they have learned from anchor and supporting texts to write an informative newspaper article reporting on a natural event that causes planet change. Children can do additional research as necessary to report on their chosen natural event.

Children will:

- introduce a topic.
- use facts and definitions to develop points.
- answer the 5 *W* questions: *who*, *what*, *when*, *where*, and *why*.
- use adjectives and adverbs as they describe the natural event.
- provide a concluding statement or section.

Newspaper articles can be gathered and showcased on a bulletin board in the classroom.

See p. 282 for a reproducible page to distribute to children.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How are ideas, events, and information presented in a text?* and *How do writers develop ideas with facts and definitions?*

REVISIT THE TEXT Remind children that in *Planet Earth* the author answers many questions about our planet Earth. The illustrations also help readers see inside Earth, under the ocean, and inside a volcano. In *Danger! Earthquakes*, readers learn how earthquakes occur, how they are measured, and the destruction they can cause.

“Sometimes the earth shakes and trembles, and huge cracks may appear in the ground... This is an earthquake.”

—*Planet Earth*, p. 14

“Most earthquakes begin in the earth’s crust. The crust is a layer of rocks that covers the earth. It is 5 to 30 miles deep. Cracks in the rocks run through the crust.”

—*Danger! Earthquakes*, p. 24 of the *Text Collection*



Remind children that *Planet Earth* and *Danger! Earthquakes* are informational texts that contain many facts and definitions about earthquakes and other earth-related events. Point out that readers can learn important information about the planet and how to be safe during an earthquake.

- Have children think about what kind of information is included in a newspaper article.
- Remind them that newspaper articles contain facts and information that answer the questions *who*, *what*, *when*, *where*, and *why*.
- Have them use the information in the two texts to write a newspaper article. For example, they might write an article about a specific earthquake mentioned in *Danger! Earthquakes* or they might explain what happens during an earthquake by drawing information from both *Planet Earth* and *Danger! Earthquakes*.

Set-Up

ORGANIZATION

Have children who prefer to work alone work at their desks. Have children who need support or may be struggling meet in small groups for 5–10 minutes to talk about ideas for their newspaper articles. Remind children to refer back to the texts for visuals, facts, and definitions in both *Planet Earth* and *Danger! Earthquakes*. Provide children with a Main Idea graphic organizer. Have them write the event that will be the focus of their newspaper article at the top and facts, definitions, and supporting details in the three columns below.

MATERIALS

- text: *Planet Earth*
- text: *Danger! Earthquakes*
- Main Idea graphic organizer
- pencils
- paper for writing their informative articles

BEST PRACTICES

- Provide clear expectations for the children meeting in groups.
- Organize the small groups away from the other children so that they do not disturb the ones working independently.
- Meet briefly with children to talk about their plans for their newspaper articles to ensure they are following the directions. Help them decide whether they need to do additional research to find more information to include in their articles.

Scaffolded Support

In order for all children to access the Assessment, additional supports can be provided as necessary.

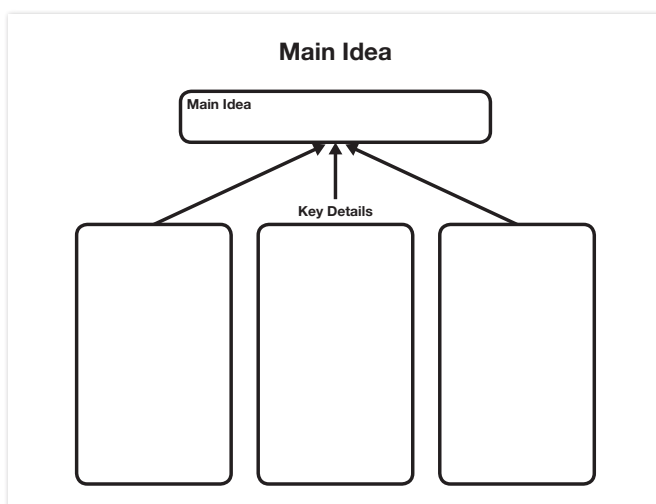
CHECKLIST Provide a checklist that details expectations for this project. It can give points for each part of the project so children are clear about what to do and what is being assessed.

RESEARCHING TASKS Children may prefer to write about a natural event that causes planet change other than an earthquake. For example, *Planet Earth* also talks about erupting volcanoes and how islands are formed from volcanoes. Additional research books on volcanoes and earthquakes could be provided.

WRITING TASKS Writing tasks can be previewed and broken down into smaller steps. Have children answer the five *W* questions: *who*, *what*, *when*, *where*, and *why*.

EDITING TASKS After children complete a draft of their informative text for their newspaper articles, have them revise and edit three times: once to add facts and details about the event; once for spelling; and once for punctuation.

GRAPHIC ORGANIZERS Children can use the Main Idea graphic organizer to organize their thoughts for their newspaper articles.



Performance-Based Assessment

Grade 2 • Unit 4 • Module B

TASK

In the News

Planet Earth is in a constant state of change. You will use information you have learned from *Planet Earth and Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. You can do additional research as needed to report on your chosen natural event.

Remember to:

- introduce your topic.
- use facts and definitions to develop points.
- answer the 5 *W* questions: *who*, *what*, *when*, *where*, and *why*.
- use adjectives and adverbs as they describe the natural event.
- provide a concluding statement or section.

Newspaper articles can be gathered and showcased on a bulletin board in the classroom.

Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informative article is fully developed and includes numerous key details.	Topic is fully introduced and developed and includes a developed concluding statement or section.	Informative article includes several details, facts, and definitions, and answers all 5 <i>W</i> questions.	Several adjectives and adverbs are used to describe the event.	Informative article uses correct grammar, usage, capitalization, and spelling.
3	Informative article is developed and includes key details.	Topic is introduced and developed and includes a concluding statement or section.	Informative article includes some details, facts, and definitions, and answers 4–5 <i>W</i> questions.	Some adjectives and adverbs are used to describe the event.	Informative article uses mostly correct grammar, usage, capitalization, and spelling.
2	Informative article is developed but includes key few details.	Topic is introduced but only somewhat developed and includes a concluding statement or section.	Informative article includes few details, facts, and definitions, and answers 3–4 <i>W</i> questions.	Few adjectives and adverbs are used to describe the event.	Informative article includes some errors in grammar, usage, capitalization, and spelling.
1	Informative article is not developed and includes no key details.	Topic is introduced but is not developed and does not include a concluding statement or section.	Informative article includes few details, no facts or definitions, and answers only 1–2 <i>W</i> questions.	Adjectives and adverbs are rarely used to describe anything in the article.	There are frequent errors in grammar, usage, capitalization, and spelling.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> no response is given response is unintelligible, illegible, or off topic 				

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Presentation

CLASSROOM PRESENTATION In the News

Gather and showcase articles on a bulletin board in the classroom.

Have children make a clean copy of their newspaper articles to share with their classmates in a presentation.

1. Have children write or type (if available) their newspaper articles about a natural event that causes planet change.
2. Have children who wrote about the same event or similar events meet in small groups and pool their information for a group presentation.
3. Have children practice their presentations in their small groups before presenting to the whole class.
4. After presenting their events, have children decorate a classroom bulletin board as if it were a huge newspaper. They can add their articles in sections or columns.
5. Invite children to give their bulletin board newspaper an appropriate headline that reflects natural events as the topic.

Reflect and Respond

LOOKING AHEAD For children who received a low score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

If...children struggle to introduce a topic,

then...remember that providing them with age-appropriate newspaper articles and magazines will help them see a wide variety of ways to introduce a topic.

If...children struggle to develop points with facts and definitions,

then...have them practice answering the 5 *W* questions with facts and definitions about a variety of informative topics.

If...children struggle to write a concluding statement,

then...have them focus on writing conclusions in their next several writing assignments.

If...children struggle presenting in front of a group,

then...remember that providing them opportunities to present to partners will help them feel more comfortable in front of others.

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Administering the Assessment

The End-of-Unit Assessment consists of two passages, each followed by selected-response Comprehension and Vocabulary questions and a Constructed Response writing prompt. At the end of the test, there is also an Extended Response writing prompt that requires children to draw on information from both passages. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response• Extended Response	
TWO SESSIONS Option 2	<ul style="list-style-type: none">• First passage, questions, Constructed Response• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response	
THREE SESSIONS	<ul style="list-style-type: none">• First passage, questions, Constructed Response	<ul style="list-style-type: none">• Second passage, questions, Constructed Response	<ul style="list-style-type: none">• Extended Response

DURATION The time required for each part of the assessment will vary depending on how long it takes children to read the passages, answer the questions, and write their responses. Some variation may also depend on children’s previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. If children will be completing the Extended Response, make sure that they have access to blank paper. Tell children that they will be taking a test in which they will read passages, answer questions, and complete some short writing activities. If you choose to have children complete the entire assessment in one session, stress that they should read the first passage and complete all of the tasks related to that passage before moving on to the second passage. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that, with the exception of the Extended Response, they must circle their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the texts or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses. Also remind them that, because the Extended Response requires them to draw on information from both passages in the test, they should reread the two passages prior to beginning this section. If they are taking the test over two or three days, this will be especially important.

Administering the Assessment

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary and consist of two parts. Part A questions usually require children to answer a question about the passages, while Part B questions typically ask children to identify evidence in the text to support their answer to Part A. Correct answers for these items are provided at the end of this section. Each question is worth 2 points. Children earn 1 point for each part answered correctly.

SCORING THE CONSTRUCTED RESPONSES Each Constructed Response item requires children to write in response to a prompt using evidence from the passage to support their ideas. As a result, there are many correct answers. Examples of appropriate responses are provided at the end of this section. Use the 2-point rubrics, which are also provided at the end of this section, to evaluate children's responses to these prompts. Although the criteria provided in the rubrics describe the majority of children's responses, you should use your professional judgment when evaluating Constructed Responses that vary slightly from the rubrics' descriptions.

SCORING THE EXTENDED RESPONSE The Extended Response item requires children to write in response to a prompt by drawing on information from both passages in the test. Use the 4-point rubric provided at the end of this section to evaluate children's responses. As with the Constructed Response items, you should use your professional judgment when evaluating Extended Responses that vary slightly from the descriptions found in the rubric.

GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may combine points from the selected-response and Constructed Response items to determine a Reading grade. Also, you may total the points from the Extended Response to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and finding text-based evidence to support their ideas. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, roots and affixes, word relationships, and using context clues to determine the meanings of unknown words. If children struggle with specific categories on the Constructed Response or Extended Response rubrics, they may benefit from targeted instruction in those particular areas.

Scoring Information

“Geysers: All Steamed Up”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

- 1. Part A. b
- 1. Part B. a

- 2. Part A. b
- 2. Part B. c

- 3. Part A. d
- 3. Part B. a

Vocabulary

- 1. Part A. b
- 1. Part B. c

- 2. Part A. a
- 2. Part B. b

- 3. Part A. d
- 3. Part B. a

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: I think “Geysers: All Steamed Up” is a good title. The passage tells about geysers. I read that geysers shoot water and steam into the air. The picture also shows a geyser. I can see steam from the geyser in the picture.

2-Point Rubric

2	Response states an opinion about the title of the passage. Response uses information from the text and the picture to supply reasons that support the opinion.
1	Response states an opinion about the title of the passage. Response supplies reasons that support the opinion, but the reasons do not come from the text or the picture.
0	Response does not state or support an opinion about the title of the passage.

“Brooke Plants a Tree”

COMPREHENSION AND VOCABULARY QUESTIONS

Comprehension

1. Part A. d
1. Part B. a

2. Part A. d
2. Part B. b

3. Part A. c
3. Part B. c

Vocabulary

1. Part A. a
1. Part B. d

2. Part A. b
2. Part B. c

3. Part A. d
3. Part B. c

CONSTRUCTED RESPONSE

POSSIBLE RESPONSE: Brooke could see her tree when it is young. Her book says that the seed can take months to grow into a sapling. She could come back to see it as a young tree. She will not see it as a full-grown tree. It takes too long for the tree to grow. The ranger says her tree will not be full-grown until it is 150 years old.

2-Point Rubric

2	Response explains that Brooke could see her tree as it grows but not when it is full-grown and uses facts from the text to accurately explain why.
1	Response states that Brooke could see her tree as it grows but not when it is full-grown but does not use facts from the text to explain why.
0	Response does not explain that Brooke could see her tree as it grows but not when it is full-grown.

Scoring Information

Extended Response Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response uses details from both texts to recount Brooke's visit to Yellowstone and to describe Brooke's actions and feelings.	Detailed story events are ordered sequentially; closure provides a detailed description of Brooke's feelings about Yellowstone.	Response provides a detailed description of what Brooke sees and does at the park and how she feels about it.	Temporal words signal event order; vocabulary is text-based and used correctly.	Response contains proper grammar, usage, spelling, capitalization, and punctuation.
3	Response uses one text-based detail to recount Brooke's visit to Yellowstone and to describe Brooke's actions and feelings.	The order of story events is evident; closure provides a description of Brooke's feelings about Yellowstone.	Response provides a description of what Brooke sees and does at the park and how she feels about it.	One temporal word signals event order; vocabulary is topic-related and used correctly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation but is completely understandable.
2	Response does not use text-based details to recount Brooke's visit to Yellowstone or to describe Brooke's actions and feelings.	The order of story events is inconsistent; closure lacks details about Brooke's feelings about Yellowstone.	Response describes either what Brooke sees and does at the park or how she feels about it.	Temporal words are used incorrectly; vocabulary is not topic-related or is used incorrectly.	Response contains errors in grammar, usage, spelling, capitalization, and/or punctuation that interfere with understanding.
1	Response strays off topic.	Story events lack order; closure is missing.	Response does not describe what Brooke sees or does at the park or how she feels about it.	Temporal words are not used; vocabulary is not topic-related and is used incorrectly.	Errors in grammar, usage, spelling, capitalization, and/or punctuation make response difficult to follow.
0	Possible characteristics that may warrant a 0: <ul style="list-style-type: none"> • no response is given • response does not demonstrate adequate command of narrative writing techniques • response is unintelligible, illegible, off topic, or not text-based 				



Name _____

First Passage

Directions: Read the following passage. Then answer the questions that follow.

Geysers: All Steamed Up



Visitors gather in Yellowstone National Park. Soon they will see a geyser shoot water into the air! This geyser is named Old Faithful. It is the best-known geyser in the park. Geysers are rare. There are only about 1,000 geysers in the world. Over half of them are in Yellowstone.

People know it is time when they feel the ground start to shake. Next they hear bubbling noises. Then it happens. Thousands of gallons of boiling water shoot up from under the ground. Hot water sprays high into the sky. A huge steam cloud fills the air. This lasts a few minutes. Then the show is over. In about an hour and a half, it will start all over again.



Why does water shoot up from geysers in Yellowstone? Long ago, a very large volcano blew up where the park is today. Hot, liquid rock still runs deep under the ground. It heats the rock layers nearby.

The water on land soaks into the ground. It goes deep under the ground. The water passes through the hot rock layers and heats up. Then it starts to rise back up. The hot water becomes trapped in tight spaces.

The water begins to steam and bubble. The hot water pushes up. Then it shoots out of the top of a geyser!

The time between each spray is always about the same for Old Faithful. That is how this special geyser got its name.



Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What is the main idea of this passage?

- a. National parks are fun places to visit.
- b. Geysers spray steam and hot water.
- c. Water soaks deep into the ground.
- d. Geysers make bubbling noises.

Part B

Which detail from the passage helps you answer Part A?

- a. “Soon they will see a geyser shoot water into the air!”
- b. “People know it is time when they feel the ground start to shake.”
- c. “Visitors gather in Yellowstone National Park.”
- d. “The water passes through the hot rock layers and heats up.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.



2. Part A

Why is Old Faithful a good name for Yellowstone's most famous geyser?

- a. It shoots water higher than other geysers.
- b. It sprays water about every 90 minutes.
- c. It is the geyser everyone knows about.
- d. It shoots water and steam out of its top.

Part B

Which detail from the passage helps you answer Part A?

- a. "It is the best-known geyser in the park."
- b. "Thousands of gallons of boiling water shoot up"
- c. "The time between each spray is always about the same"
- d. "The water begins to steam and bubble."

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who, what, where, when, why,* and *how to* demonstrate understanding of key details in a text.



3. Part A

Why is Yellowstone a good place to go if you want to see many geysers?

- a. Old Faithful is a geyser there.
- b. Long ago a volcano was active there.
- c. It is a national park in our country.
- d. It has more geysers than any other place.

Part B

Which sentence from the passage helps you answer Part A?

- a. “Over half of them are at Yellowstone.”
- b. “Thousands of gallons of boiling water shoot up from under the ground.”
- c. “Long ago, a very large volcano blew up where the park is today.”
- d. “That is how this special geyser got its name.”

COMMON CORE LEARNING STANDARDS

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

“Geysers are rare.” What is the meaning of the word “rare”?

- a. pretty
- b. not common
- c. very large
- d. wet

Part B

Which sentence from the passage helps you understand the meaning of “rare”?

- a. “Soon they will see a geyser shoot water into the air!”
- b. “It is the best-known geyser in the park.”
- c. “There are only about 1,000 geysers in the world.”
- d. “People know it is time when they feel the ground start to shake.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on grade 2 reading and content*, choosing flexibly from an array of strategies.



2. Part A

“Thousands of gallons of boiling water shoot up from under the ground.” What does the word “boiling” mean?

- a. heated
- b. dirty
- c. freezing
- d. splashing

Part B

Which detail from the passage provides the best clue to the meaning of “boiling”?

- a. “Next they hear bubbling noises.”
- b. “Hot water sprays high into the sky.”
- c. “In about an hour and a half, it will start all over again.”
- d. “The water on land soaks into the ground.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**3. Part A**

“Then the show is over.” What is the meaning of the words “the show is over”?

- a. The park closes for the day.
- b. The movie about geysers ends.
- c. The guide finishes talking.
- d. The geyser stops spraying water.

Part B

Which detail gives a clue to the meaning of “the show is over”?

- a. “A huge steam cloud fills the air. This lasts a few minutes.”
- b. “The water on land soaks into the ground. It goes deep under the ground.”
- c. “Then it starts to rise back up. The hot water becomes trapped in tight spaces.”
- d. “The water begins to steam and bubble. The hot water pushes up.”

COMMON CORE LEARNING STANDARDS

Informational Text 4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. **Language 4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



Directions: Read the questions. Answer them in complete sentences.

[illegible]

Informational Text 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Informational Text 7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **Writing 1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. **Writing 8.** Recall information from experiences or gather information from provided sources to answer a question.



Name _____

Second Passage

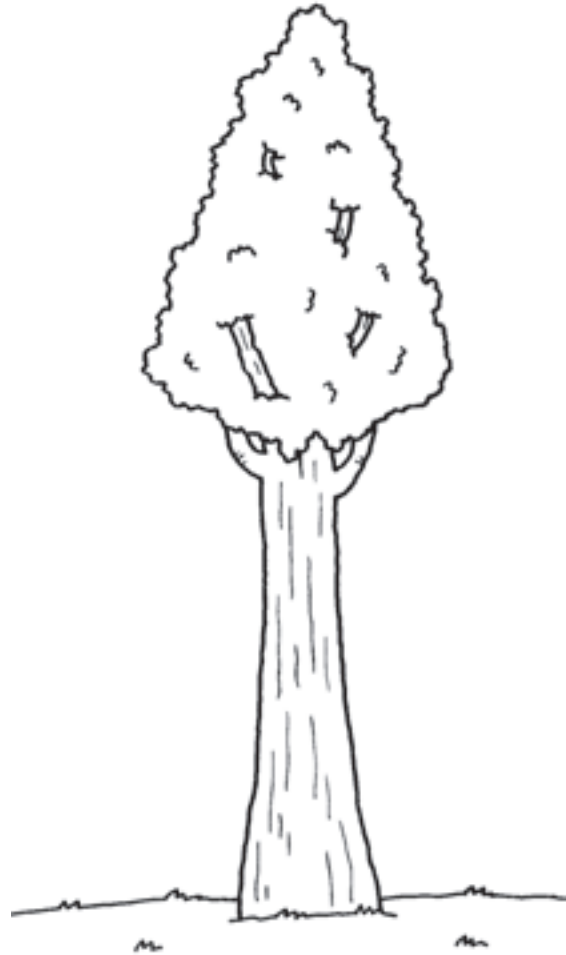
Directions: Read the following passage. Then answer the questions that follow.

Brooke Plants a Tree

Brooke was excited. It was her last day at Sequoia National Park. Today she was going to plant a sequoia tree in the woods! Sequoia National Park was full of giant trees. The trees stood taller than a 30-story skyscraper in the city.

“It looks like a good day to plant a tree!” said Ranger Goodson. He was standing at the foot of an old sequoia tree.

Ranger Goodson picked up a seed cone from the ground. He held it in his palm and explained, “Look at this cone. The seeds that make new trees come from cones. They grow at the top of the sequoia trees. A sequoia tree isn’t full-grown until it is 150 years old.”



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Brooke took a cone and pulled out one tiny seed. She put it on the ground and covered it with soil. Then Mom pressed the dirt down with her foot.

As Brooke shook the dirt off her hands, she thought about the time to come. *What will my tree look like as it grows?* Brooke wondered. She took out her book on sequoia trees. “It can take months for the seed to grow into a sapling with bright red bark. As the young tree grows, the bark becomes thicker and browner,” Brooke read.

Then Brooke took a picture of the dirt where she planted her seed. She also took pictures of trees around it. These would remind her of her special day at the park.

Brooke felt proud. The seed that she planted would grow into a huge tree. She whispered to her seed in the ground, “Someday maybe another little girl will look at you and plant one of your seeds.”



Comprehension

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

Where does this story take place?

- a. at a city playground
- b. at a camp for kids
- c. in a family's garden
- d. in a big forest

Part B

Which detail from the passage best helps you answer Part A?

- a. “she was going to plant a sequoia tree in the woods”
- b. “taller than a 30-story skyscraper in the city”
- c. “It looks like a good day to plant a tree!”
- d. “put it on the ground and covered it with soil”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



2. Part A

How are sequoia trees most different from other trees?

- a. Sequoia trees have small seeds.
- b. Sequoia trees have cones.
- c. Sequoia trees grow in a park.
- d. Sequoia trees are very big.

Part B

Which detail from the story best helps you answer Part A?

- a. “Brooke took a cone and pulled out one tiny seed.”
- b. “The trees stood taller than a 30-story skyscraper”
- c. “A sequoia tree isn’t full-grown until it is 150 years old.”
- d. “It can take months for the seed to grow into a sapling”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



3. Part A

Why does Brooke feel proud at the end of the story?

- a. She takes a seed out of a cone.
- b. She does not get dirty when planting.
- c. She is helping a new tree grow.
- d. She reads a book about trees.

Part B

Which detail from the passage helps you answer Part A?

- a. ““maybe another little girl will look at you and plant one of your seeds””
- b. “Brooke took a cone and pulled out one tiny seed.”
- c. “The seed that she planted would grow into a huge tree.”
- d. “She took out her book on sequoia trees.”

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. **Literature 3.** Describe how characters in a story respond to major events and challenges.



Vocabulary

Directions: Read each question and choose the best answer. Be sure to answer both parts of each question.

I. Part A

What does “skyscraper” mean in the following paragraph from the passage?

“Brooke was excited. It was her last day at Sequoia National Park. Today she was going to plant a sequoia tree in the woods! Sequoia National Park was full of giant trees. The trees stood taller than a 30-story skyscraper in the city.”

- a. a tall building
- b. a large plant
- c. an airplane
- d. a long pole

Part B

Which words in the paragraph best help you understand the meaning of “skyscraper”?

- a. “plant a sequoia tree”
- b. “in the woods”
- c. “trees stood”
- d. “in the city”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**2. Part A**

The word “soil” has different meanings. What is the meaning of “soil” in the following sentence?

“She put it on the ground and covered it with soil.”

- a. to put stains on something
- b. loose material that plants grow in
- c. grass and other green plants
- d. to get yourself or others dirty

Part B

Which detail from the story best helps you answer Part A?

- a. “Ranger Goodson picked up a seed cone from the ground.”
- b. “Brooke took a cone and pulled out one tiny seed.”
- c. “Then Mom pressed the dirt down with her foot.”
- d. “She whispered to her seed in the ground”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

**3. Part A**

What does the word “sapling” mean in the following paragraph?

“As Brooke shook the dirt off her hands, she thought about the time to come. *What will my tree look like as it grows?* Brooke wondered. She took out her book on sequoia trees. ‘It can take months for the seed to grow into a sapling with bright red bark. As the young tree grows, the bark becomes thicker and browner,’ Brooke read.”

- a. a huge plant
- b. a tough root
- c. a colorful flower
- d. a baby sequoia

Part B

Which words from the paragraph best help you answer Part A?

- a. “bright red bark”
- b. “took out her book”
- c. “the young tree”
- d. “thicker and browner”

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.



Extended Response

You have read two passages about national parks.

- “Geysers: All Steamed Up”
- “Brooke Plants a Tree”

In “Geysers: All Steamed Up,” you learned about geysers in Yellowstone National Park. In “Brooke Plants a Tree,” a girl planted a tree in Sequoia National Park.

Imagine that Brooke visits Yellowstone National Park next. What will she see and do there? Write a story about Brooke’s visit.

Write your story on a separate sheet of paper. In your story, be sure to:

- use information from both passages
- use words such as “first,” “next,” and “then” to show the order of events
- end your story by telling how Brooke feels after her visit
- check your story for proper grammar, usage, spelling, capitalization, and punctuation.

COMMON CORE LEARNING STANDARDS

Writing 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Think-Pair-Share/Paired Discussion Routine



COMMON CORE CONNECTIONS

RL.2.1; RI.2.1; SL.2.1

Rationale

TEAM TALK

Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **Thinking**—Children have time to think about something they read.
- **Pairing**—Children take turns expressing key ideas with a partner.
- **Sharing**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which helps address the needs of both the quiet child and the overeager child. Pairing gives children an opportunity to use the language of the text to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children are prepared to present their formulated and rehearsed ideas to a group.

The Think-Pair-Share Routine provides children with structured support as they engage in text-reliant conversations. Ask children thought-provoking questions to get them involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- What does the author want you to know? What part of the text helps you understand that? What's the author's purpose? What text evidence supports that purpose?
- How does the main character react to this challenge? What part of the text helps you understand the character's reaction?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Think-Pair-Share/Paired Discussion Routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with evidence from the text. Model how you use evidence from the text to formulate your response. For example, *On page 10, the text says _____. This tells me that _____.*
- Describe how you use key vocabulary from the text in your response. For example, *I know that Mama is in a hurry to get ready for the party because on page 15 the author uses the phrase “bustled around” to describe Mama’s actions.*
- **COLLABORATE** Teach children how to use appropriate language to respond to the views expressed by other children. For example, *I agree with _____ and would like to add _____. or I disagree with _____ because the text states _____.*

COLLABORATE Practice by posing questions on familiar, nonthreatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/Paired Discussion Routine. Give them a minute or two to think; then let them know it’s time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they become ready to participate.

Think-Pair-Share/Paired Discussion Routine



THE ROUTINE

- 1** Introduce the Think-Pair-Share/Paired Discussion Routine to children. You might begin by saying, *In your head, consider your thoughts about a question I ask. When I signal it's time to pair up, you'll get together with a partner and exchange ideas. I'll give you a reminder to make sure each partner has a chance to contribute. Then, pairs can volunteer to present their ideas to the class.*
- 2** Pair children randomly with classmates sitting nearby or in ability-focused pairs.
- 3** For successful conversation between partners, have children sit in close proximity to one another and engage in eye contact with each other. Remind children that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to facilitate an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find text evidence to support their answers.
- 5** Invite pairs to take turns responding to the question. Model ways in which children might respond to their partners by saying, *I agree with you and would like to add ____.* or *I disagree with you because the text states ____.* or *I think the author is trying to tell readers ____ because the text says ____.*
- 6** After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *Now is a good time to make sure each partner has shared an idea.*
- 7** Monitor children's conversations by listening briefly to each pair. If children aren't engaged in rich discussion, offer prompts to refocus their attention on or bring them back to the text to find evidence to support their answers. For example, *Explain what you mean using different words.* or *Find the words the author used to describe that historical event.*
- 8** When pairs have had ample time to explore the question, have partners choose a spokesperson. Briefly have the spokesperson rehearse what they will share with the class. You may ask them to write down what they will share. Then invite volunteers to present their pair's ideas to the class. Keep track of the children who act as spokespeople so that you can encourage different children to act as spokesperson with each pairing activity.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Think-Pair-Share/Paired Discussion Routine.

- **COLLABORATE** Incorporate paraphrasing into the routine. Provide time for children to restate in their own words what their partner has said. You may want children to write a few sentences that paraphrase what their partner said. Later, during the sharing stage, ask children to present their partner's ideas by paraphrasing.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections, such as *I agree with what you said about ____*, as well as make comparisons, such as *I understand your point about ____, but I think ____*.
- At the end of the partner conversation, give children one minute to write their reflections about the discussion they had with their partner. Have children reflect on ways the discussion helped them better understand the text.

Tips and Tools

As children write their reflections, encourage them to focus on specific contributions made by their partners and use key vocabulary from the text.

Whole Class Discussion Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3; RI.2.1, RI.2.2, RI.2.3; SL.2.1, SL.2.2, SL.2.3, SL.2.6

Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for children to expand their oral vocabulary and practice more complex language structures when they respond. By engaging children in Whole Class Discussions, they interact socially while responding to and building upon each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text and may clear up any confusion they have about the text. Discussions with the whole class can also lead to new understandings that may not have surfaced without many children contributing to the discussion.

The Whole Class Discussion Routine is an effective tool to use after reading a text, or a portion of a text, with children. It is appropriate to use discussions following a reading of the text for the first time or as follow-up to a close reading exercise. This discussion helps children clarify their text understandings. Here are some examples of engaging questions:

- What did you learn about in today's reading? Did this learning lead to a new understanding? Find text evidence that confirms that new understanding.
- What questions do you still have about the text? What part of the text caused confusion for you? How did you clear up your confusion?
- How would you sum up what we read today? What part of today's reading did you find most interesting or thought provoking?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Whole Class Discussion Routine:

- Set a time limit for the class discussion and for individuals to add their thoughts.
- State a specific focus for the discussion to help children concentrate on the topic. For example, [Harry and Sasha had a disagreement. Why did they disagree?](#) If children get off topic, restate the focus and ask them to consider how their response relates to this focus.
- Remind children of appropriate discussion manners, such as listening carefully to others, not interrupting others, and being positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, [Templeton did not care about Wilbur. On page 90, Templeton expressed his disinterest in helping Charlotte by saying, “Let him die. I should worry.”](#)
- Teach children how to use appropriate language to respond to the views expressed by other classmates. For example, [I agree with you. I think that ____.](#) or [I don’t agree with you. I think that ____ because the text says ____.](#)

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to five-minute time frames.

Whole Class Discussion Routine



THE ROUTINE

- 1** Introduce the Whole Class Discussion Routine to children. Here is an example: *We are going to talk about this book together. Let's focus on _____. If you have something to add to our conversation, raise your hand. Listen carefully to what your classmates say so you add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *We're going to talk about this for the next 10 minutes.*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children a few moments to find supporting text evidence before they add to the discussion. They may flag this text evidence or write it down. Remind children to wait for others to finish talking before they talk. Encourage children to build on previous responses by classmates.
- 4** As children respond to the discussion question, remind them to think about the question and consider whether their response is appropriate.
- 5** As children add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps children fully develop their contributions. For example, *Give another reason or two to support your thinking.*
 - Ask children to find text evidence that substantiates their response. For example, *What part of the text helps you to understand the main idea?* This helps children internalize the text and understand the importance of text evidence to support their responses.
 - If children provide an opinion, ask others to share their own opinions in response. For example, *How does your opinion compare to Lee's opinion?* Encourage children to support their opinions with valid reasons.
- 6** Before ending the discussion, invite children who have not participated to add their thoughts. You might say, *We have just a few minutes left. If you have not shared your thoughts about this question, consider sharing them now with us. You may help your classmates understand something new.*
- 7** As you wrap up the discussion, ask a volunteer to summarize the most important points discussed. Reviewing the discussion will help children strengthen their new or revised understandings from the text.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Whole Class Discussion Routine.

- Ask children to restate and add on to what the previous participant said. This encourages children to listen actively to what their classmates are saying and make connections between their response and their classmates' responses.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *That's an interesting point. Can you explain that a bit further?*
- At the end of the discussion, have children turn to a classmate and share one new idea they understood from the discussion. For example, *I didn't understand why Timmy was so upset over losing the baseball card. However, after Mark explained that the card was of the first African American baseball player, I understood Timmy's reaction better.*
- At the end of the Whole Class Discussion, have children write a new idea they understood from the discussion. You might also have them write a reflection on how the discussion helped them better understand the text.

Small Group Discussion Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3; RI.2.1, RI.2.2, RI.2.3; SL.2.1, SL.2.2, SL.2.3

Rationale

Small Group Discussion provides a supportive and safe structure for groups of 3–6 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about a text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion Routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify understandings of the text. These discussions allow children to unpack text specifics by looking at genre, text structure, and how a writer writes. Here are examples of questions that will engage children in text-based discussions:

- What words or phrases help you understand the author's purpose for writing this text?
- What part of the text helps you understand the character's reaction to an event?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Small Group Discussion Routine:

- Set a time limit for the Small Group Discussion and for children to add their thoughts.
- State a clear focus for the Small Group Discussion. For example, [How does the author help readers understand the relationships between the characters?](#)
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, [On page 7, Martin calmly walked away after his baby sister pulled his hair. His reaction helps me know that he understands what it means to be a good big brother.](#)
- Teach children how to use appropriate language to respond to others' views. For example, [I agree with you. I think that ____.](#) or [I don't agree with you because I think that ____.](#)

Engage children in Small Group Discussions often. Discussions may revolve around subject matter, classroom situations, or literature. Provide feedback as children participate.

Small Group Discussion Routine



THE ROUTINE

- 1** Introduce the Small Group Discussion Routine. For example, *As you discuss the text in your group, each of you will have a role to play. Each of you will also have the job of sharing your own thoughts about the text.*
- 2** Organize children into groups of 3–6. Grouping can be in the form of ability grouping, interest grouping, or random grouping.
- 3** For successful Small Group Discussions, have children sit in a circle so that all members of the group can both see and hear each other.
- 4** Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Fact Checker:** returns to the text to confirm or clarify text evidence
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** asks follow-up questions after someone shares a response
 - **Summarizer:** wraps up the group conversation
 - **Reporter:** reports to the class about the overall group discussion

For smaller groups, the Summarizer and Reporter roles could be combined and/or the Clarifier and Elaborator roles could be combined.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to find evidence to support their answers. Tasks may include using a graphic organizer to organize and record their thinking. Suggestions are found in the teaching lessons.
- 6** State parameters, such as *Talk in your groups for the next 15 minutes.*
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *I agree with you. I thought something similar when ____.* or *I don't agree with you because I remember reading ____.*
- 8** Stop by each group to monitor conversations. If children aren't engaged in rich discussion, offer conversation prompts. For example, *Explain your thoughts.* or *Find words used to describe what the character is thinking.*
- 9** As the end of the allotted time nears, remind children of the task. You might say, *In these last few minutes, the Summarizer and the Reporter should work on the group's summary and what you will report to the class.* Encourage the Reporter to rehearse what he or she will say.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Small Group Discussion Routine.

- As children discuss the text, have the Fact Checker flag text evidence. The Summarizer can use this flagged evidence in a group summary.
- Provide the Elaborator with a list of questions that will encourage higher-level thinking. For example, *That's an interesting point. What made you think that?* or *Can you explain your thoughts in more detail?*
- At the end of the Small Group Discussion, have children write one new idea they formed as a result of the discussion.

Read Aloud Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.10

Rationale

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes easier with the guidance of the proficient reader. Children are free to listen and take in new vocabulary that goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how to navigate through a variety of texts, such as understanding connections between story events or returning to sidebars after reading the main text.

The Read Aloud Routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as attending to text features or plot development. For those individuals who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan for interjections carefully so you do not disrupt the flow of the overall reading.

Consider these points when planning for a Read Aloud:

- What is your focus for this Read Aloud? Some possible areas of focus could be for enjoyment, to expand children's knowledge of subject content, to follow the development of a character, or to determine the structure of a text.
- What points in the text provide for the most natural stopping points for brief, beneficial discussion?



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Read Aloud Routine:

- State a clear focus for the Read Aloud. For example, *As I read, listen for ways the events in the book connect to one another.*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- During the Read Aloud, model how to refer back to the text as you stop for brief conversations. For example, *I thought Mom's description of the iguana being uglier than Godzilla was funny. Godzilla was a super ugly, dinosaur-type monster in old movies.*
- Describe how key vocabulary deepens understanding of the text. For example, *I am glad the author explained what an *estancia* is. I have heard the term *ranch* used to describe a farm in the United States, but the word *estancia* was unfamiliar to me prior to reading this text.*
- As children respond to the text, model how to use language to respond politely to the views of others. For example, *I agree with you. I think that ____.* or *I don't agree with you because I think that ____.*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading a poem aloud as you begin or end the school day or as long as 20 minutes to engage in a rich piece of literature.

Read Aloud Routine



THE ROUTINE

- 1** Introduce the Read Aloud Routine to children. Here is an example: *As I read aloud to you, listen carefully for moments when we see the main character react to challenges. I'll stop on occasion for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Share the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *This book tells the story of Theodore Roosevelt's life. The author starts the story when he is president. Then the text goes back in time to his childhood before we learn more about his life as president.* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understandings of the text. Engage children in brief conversations by asking questions, such as *What new understanding do you have about Johnny Appleseed?* You may also model your own thinking aloud. For example, *I love how the author painted the description of the barnyard. The details about the barn's swing made me want to join in the fun that Avery and Fern were having.*
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *How did the main character change from the beginning of the story to the end? What parts of the text showed the most change in the character?* or *What steps did we learn for creating a budget?* Ask questions to confirm understanding, such as *What is the main idea of this part?* You could model how to clarify understanding. For example, *I wasn't sure what the character meant when he said that a dragon had moved into the neighborhood. I had to think about what I had just read. Then I understood that he was referring to the fierce wind that blew.*



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Read Aloud Routine.

- Encourage higher-level thinking by asking children to share their own open-ended questions about the text. This allows you to see where comprehension is breaking down. Their questions may also lead others to think more deeply about the text.
- At the end of a Read Aloud, ask children to reflect on the reading by having them write briefly about the text. Suggestions for this appear in the teaching lessons.

Tips and Tools

Open-ended questions do not ask for one particular or specific answer. Instead, they require children to think about the text before responding. Children's answers should be in-depth, and children should be able to refer to the text for evidence to support their responses.

Here are some sample open-ended question ideas and stems:

- Assess the challenges faced by the character. Which was the greatest?
- Develop a logical argument about how this section of the story would change if another character had been involved in the plot.
- Identify patterns in the story. Why would an author choose them?
- What conclusions can you draw about ____?
- What revisions would you make to improve this text?
- What possible research questions can you investigate based on the evidence in this text?

Shared Reading/Read Together Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.10; SL.2.1, SL.2.2, SL.2.3

Rationale

The Shared Reading/Read Together Routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while they continue to receive support from a proficient reader or from the teacher. Through Shared Reading/Read Together opportunities, the child's role is to continue to build fluency in both word recognition and text navigation, gain meaning from the text, and build their knowledge base.

The Shared Reading/Read Together Routine is an effective tool to use in a whole class or small group setting. The text is usually familiar but provides some challenges for children to navigate. The familiarity provides comfort as readers tackle these text challenges with greater responsibility.

As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read silently as you read aloud? Will they read aloud with you? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

Tips and Tools

TERMS TO KNOW

fluency *Fluency* is the ability to read text with accuracy, appropriate rate, expression, and comprehension.

gradual release model The *gradual release model* is an instructional practice in which the responsibility for learning starts with the teacher and is gradually transferred to the child, or *I do, we do, you do*.

text challenge A *text challenge* is anything about a text that may be difficult for children, such as word and sentence length, genre, organizational pattern, visual support, and the background of the reader.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Shared Reading/Read Together Routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *As we read together, look for ways in which the experiences of different pioneers were similar to each other.*
- Remind children that they are sharing responsibilities in reading the text with you. Explain that they can follow your lead when they are confronted with text challenges.
- As you stop for brief conversations, ask children to model referring back to the text to support their responses.
- Encourage children to use key vocabulary as they share their understandings of the text. Children build their oral vocabulary when they transfer text vocabulary into oral conversations.
- **COLLABORATE** As children respond to the text and to their peers' responses about the text, remind them to state and support their opinions with reasons and text evidence.

Engage in Shared Reading/Read Together opportunities during all subject matter lessons. For example, when doing a close reading of a familiar piece of literature, children share the responsibility of comprehending text at an inferential level with you. When revisiting a science text, children navigate text features with you to better understanding the subject matter.

Tips and Tools

Monitor Progress Keep a list of children's names and briefly note their participation by date. Use your checklist as a guide to encourage reluctant children to show their active reader participation.

TERMS TO KNOW

close reading *Close reading* is focused, sustained reading and rereading of a text to understand key points, gather evidence, and build knowledge.

Shared Reading/Read Together Routine



THE ROUTINE

- 1** Introduce the Shared Reading/Read Together Routine. For example, *We're going to read this text together. As we read, your role will be to follow along and help me read the dialogue with expression. As we read, let's look for words or phrases the author uses to develop characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During Shared Reading/Read Together experiences, stop briefly to monitor children's understandings of the text. Engage children in brief conversations by asking questions, such as *What stumbling blocks have you hit? What helped you work through those challenges?* Ask volunteers to model their own thinking aloud. When children think aloud about their processes when overcoming the challenges of text, they solidify their understandings. These think alouds also allow you to assess children's use of reading strategies as well as contextual understandings.
- 4** After completing the Shared Reading/Read Together, ask volunteers to summarize the reading. Then ask open-ended questions that refer children back to the focus for the reading, such as plot development. Remind children to support their responses with text evidence.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Shared Reading/Read Together Routine.

- Have children add sticky notes to sections of text they want to return to for discussions. When given a reading focus ahead of time, they can flag sections of relevant text.
- Pause briefly during the reading to have children write quick one-minute reflections instead of sharing aloud. This allows children time to engage in quiet thinking.
- At the conclusion of a Shared Reading/Read Together lesson, ask children to share reflections about the text, how they navigated the text, how they overcame challenges to gain deeper understanding, and what they took from the experience to use in future reading or writing opportunities. See the teaching lessons for more suggestions.

Tips and Tools

Monitor Progress Use Shared Reading/Read Together “Going Deeper” activities as another opportunity to monitor children’s progress. Observe children’s use of sticky notes and review their one-minute writing reflections to check comprehension and participation.

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.10; RF.2.4

Rationale

Independent Reading is reading children do on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of the daily activities in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts in a variety of genres and assess that children understand what they read on their own.



Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes devoted to children reading independently.
- State a clear focus. For example, [As you read your narrative texts, look for ways the author gives clues about the characters' personalities.](#)
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Tell children that it is important to choose a book that isn't too easy or too hard. Give individual children guidance in selecting appropriate books as needed.
- Check in periodically with each child. Ask about a reading strategy that you have previously noted he or she needs additional practice with. For example, [How would you summarize this part?](#) As needed, model the strategy using a paragraph of his or her text.
- **COLLABORATE** As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share what they read with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

Independent Reading Routine



THE ROUTINE

- 1** Introduce the Independent Reading Routine to children. For example, **Independent Reading is your time to choose the books you want to read. Keep in mind that the book you choose to read should allow you to practice some of the things we have talked about during our Read Aloud and Shared Reading time. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.**
- 2** Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3** Provide children with a focus for the day's Independent Reading. For example, you might have children focus on how the author transitions readers from one event or scene to another.
- 4** Check in with children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated due to significant challenges.
- 5** As you check in with individual children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies the child uses to overcome challenges he or she may face. Open-ended questions may include, **In what ways has the author supported your understanding of this topic?** or **What is the most important thing you have read so far?**
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Have children reflect on their reading by writing briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.



Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Independent Reading Routine.

- Ask children to flag parts of the text they found most interesting as they read. These might provide them with ideas for journaling or sharing after reading.
- **COLLABORATE** Have children write book reviews and share them with peers. Knowing a peer recommends a book encourages others to read that same book.

Text Club Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10; SL.2.1, SL.2.2, SL.2.3, SL.2.6

Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss different genres. By reading and discussing multiple genres, children develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, children develop critical and creative thinking skills. These skills carry over to children’s independent reading, helping them connect to texts in more thoughtful ways. Children learn personal responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs:

- Consider the reading abilities and interests of children. You will want to gather a set of texts that allows for all readers to be successful at reading.
- Model thoughtful responses about texts through read alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.



Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- To gain children's interest, preview texts by reading a few pages aloud, giving children background information on the author, or sharing some visual aspects of the text.
- Initially, have groups meet for 5 minutes to discuss an aspect of a text and practice roles. For instance, the Text Club might talk about the most important character or the text structure.
- Assess children's work during Text Club discussions by taking anecdotal notes on how they interact with peers and the text. Children can assess their own performances through checklists, journal entries, and conferences with you.

Text Club Routine



THE ROUTINE

- 1** Introduce children to Text Clubs. For example, *You will read the text on your own. Then, in your Text Club you will each share your thoughts with the other members. For example, you might talk about the author's message. Each of you will have a job that will help your Text Club discussions be successful.*
- 2** Introduce and model Text Club roles. Initially, give children the opportunity to practice each role. Eventually, children within each newly formed group should be responsible for deciding who will assume each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** selects and defines interesting or important vocabulary
 - **Connector:** points out text-to-text connections
 - **Summarizer:** writes and shares a short text summary
 - **Illustrator:** creates a drawing or diagram connected to the reading
 - **Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3** Preview 4–6 texts children may read in Text Clubs. Include a variety of text levels, allowing children to choose texts they will be successful reading. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4** Children read the text on their own and prepare for the Text Club meetings. Children may have multiple Text Club meetings and assignments over a period of a week or two as they read longer texts. Depending on their roles, children may have additional work to do ahead of time. For example, the Discussion Leader may want to write discussion questions.
- 5** Children meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *How did this text help you understand new information?* or *In what ways did the author give details about the characters?*
- 6** After Text Club discussions, have children decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author's craft.
- 7** Debrief with each Text Club to assess how the group felt about their discussions. Have them rate the quality of their discussions with four stars being the best rating. Have children share the reasons for their ratings.



Going Deeper

You may choose to do these activities once children are familiar with the Text Club Routine.

- Have children reflect on Text Club discussions by journaling. They may answer questions such as What did I share today? What was an important moment in the discussion and why? What did I learn?
- Have children in a Text Club read different books instead of the same book, and then have them come together to discuss text features, story elements, literacy skills, or genre/author studies.

Benchmark Vocabulary Routine: Informational



COMMON CORE CONNECTIONS

RI.2.4; L.2.4, L.2.5, L.2.6

Rationale

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to explicitly teach vocabulary necessary for understanding complex text and provide children with a set of strategies for determining word meaning independently as they encounter unfamiliar vocabulary in their reading. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words; make connections between words; and learn to derive meaning from text information, such as pictures, charts, and context, to understand the meaning of key words and phrases. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when encountering new words.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms, and they represent new and complex concepts. Children are less able to use their background knowledge of similar words to help comprehend such specific text. It is important to provide them with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.



When planning Benchmark Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about gravity, children will better understand the words *gravity*, *mass*, and *weight* if they experiment with objects being dropped to the floor. These actions as well as ensuing conversations will lead to deeper understanding and correct usage of these terms in oral language.
- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; quicker/quickest.

root word A *root word* is a word that can't be broken into smaller words. For example, *tract*, meaning *pull* or *drag*, is the root word of *traction*, *tractor*, and *extract*.

Go to www.PearsonSchool.com/NYCReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Informational

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Informational Text:

- Point to the word and pronounce it, and then read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences and internalize the word.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in texts and use in their speaking and writing. In addition, the more children know about how words work in texts, the more they will increase their ability to comprehend complex content-area texts by applying this knowledge when encountering new words.



Tips and Tools

Word Maps

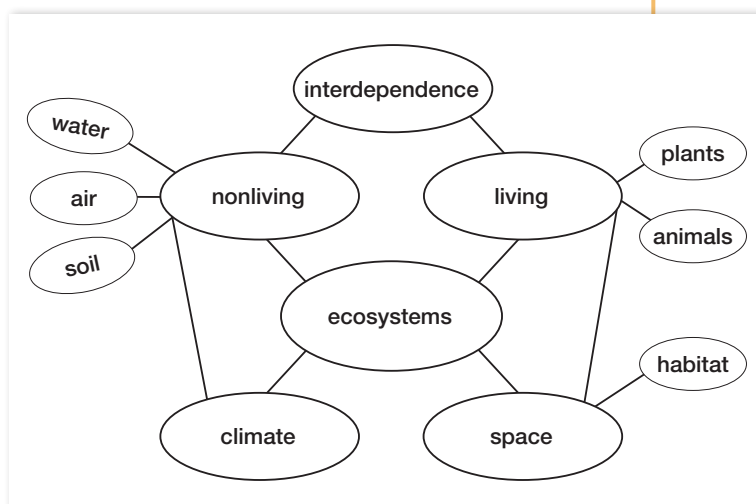
Semantic mapping is a word mapping strategy to engage children in thinking about and discussing word relationships within a set of connected concepts and ideas. Using a graphic organizer, the ideas most central to a concept are displayed closest to the main topic, and details and linkages are formed to display interconnectedness within the concept. There is no perfect or “correct” semantic map.

You may wish to adapt either graphic organizer Web A or Web B, as in this example.

TERMS TO KNOW

context clues *Context clues* are the words and sentences found around an unknown word that can help readers understand the word’s meaning. Point out to children examples of how writers provide a synonym or even a definition for an unknown word, use an antonym to give a contrast clue, provide an example of the unknown word, or sometimes provide just enough information for readers to infer meaning.

text features *Text features* are important elements of nonfiction texts that help readers navigate the content and better understand the concepts they are reading. Some text features are organizational while other text features supplement content or present new information. Help children use text features, such as a table of contents, headings, labels, captions, charts, diagrams, graphs, sidebars, a glossary, and an index.



Benchmark Vocabulary Routine: Informational



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Informational Text to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author provides the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to use text features, such as diagrams or charts, to understand the word. Sometimes we have to use all of this information and then “infer” the word’s meaning because we cannot tell explicitly. We can confirm with a dictionary or by asking the teacher.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud. Then use the word in another sentence, providing children with a similar context in which to hear the word used. For example, “The atmosphere is the layer of air that covers Earth like a blanket” is found in the text. You might share this sentence: *Many miles above Earth there is no atmosphere.*
- 3** If there are context clues to help establish meaning of the word, have children share those. This encourages children to go back into the text to locate these clues. Also, point out to children how vocabulary words are part of a network of ideas. For example, when talking about modes of transportation, it is important that children make connections between *subways, trains, and rails.*
- 4** If the word is boldface in the text, have volunteers read the glossary definition aloud. If not, have children look the word up in a dictionary. Help children understand more technical definitions.
- 5** Create a semantic map with children. This helps them make connections between the unknown word and known words and/or concepts.
- 6** Encourage children to reference the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so you are better able to assess children’s understanding.
- 7** As children develop their conceptual vocabularies, point out opportunities for them to use new terms when writing in response to informational text.



Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Informational Text.

- As you read an informational text, help children sort specialized words. Sorting and analyzing words by morphological features will help children recognize word families and see how words are put together with prefixes, root words, and suffixes. Children can also analyze words by their semantic features, or word meaning and how words relate to each other. For example, if looking at specialized vocabulary relating to animals, by understanding that the root *vor* means *eat*, children can better understand the words *herbivore*, *carnivore*, and *omnivore*. Children might also sort animals based on their characteristics, such as mammal, amphibian, and bird.
- Have children create concept definition maps. Children define the vocabulary word, tell what it is like, and give examples. For instance, a pioneer is “one of the first to settle in an area.” A pioneer is like an explorer, settler, or adventurer. Examples include Laura Ingalls Wilder and John Sutter.

Tips and Tools

Word Maps

A concept definition map can be any kind of graphic organizer that helps children develop and deepen their understanding of an unfamiliar word or term. Begin by identifying the vocabulary word. Then ask children “What is it?” “What is it like?” and “What are some examples?” As children become more skilled using word maps, encourage them to both compare and contrast the word by telling what it is like and unlike.

Benchmark Vocabulary Routine: Literary



COMMON CORE CONNECTIONS

RL.2.4; L.2.4, L.2.5, L.2.6

Rationale

In literary texts, children are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words. Children also need to understand how words function as part of a network of ideas. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when encountering unfamiliar words in complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E. B. White describes a spider's web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words second-grade children will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part of the plot of *Charlotte's Web*. It is important to address these words so that children understand the text and the ways in which authors use rich words for known concepts. By making explicit connections among words, children also gain vocabulary awareness that allows them to tackle unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.



Tips and Tools

Context Clues

Give children practice using context clues to figure out the correct meaning of a word by using the following multiple-meaning word pairs in oral sentences: bark/bark; file/file; hide/hide; line/line; and rest/rest.

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; faster/fastest.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Bank*, *mine*, and *present* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *action*, *transact*, and *react*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Have children pronounce the word and then read the paragraph in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning; simplify the language as appropriate.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Discuss why the author chose that word. Discuss how related words describe different degrees or nuances. Then have children use the word in a sentence or two that is different from the context in the passage.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.



Tips and Tools

Context Clues

Point out effective context clues to children as you read. For example, in *Charlotte's Web*, E. B. White defines the word *runt* in this way: "'Well,' said her mother, 'one of the pigs is a runt. It's very small and weak, and it will never amount to anything.'" Sometimes authors use an antonym to provide a definition clue, as in this example from *Charlotte's Web*, "'If this is what it's like to be free,' he thought, 'I believe I'd rather be penned up in my own yard.'"

Word Webs

When teaching a Benchmark Vocabulary word, encourage children to think of related words, place the word in the word family to which it belongs, and/or name the Spanish cognate for the word. You may find a Web A or Web B graphic organizer helpful when creating word webs with children.

Benchmark Vocabulary Routine: Literary



THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example, *As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at the word and break it into word parts. Sometimes we need to look in a dictionary for the definition of the word. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Include a breakdown of the word into syllables. Have children pronounce the word and share context clues about its meaning. This brings children back into the text. Help them identify the part of speech.
- 3** Have a volunteer look up the word in a dictionary and read the definition. Help children understand the meaning as it is used in the text to ensure comprehension. For example, *Delicate can be defined as "having fineness of structure, workmanship, or texture" or as "easily torn or hurt."* The text says, *"Although it is made of thin, delicate strands, the web is not easily broken."* The words *not easily broken* help children realize that *delicate* is referring to the "fineness of the structure, workmanship, or texture." You might say that Charlotte's web is "a fine work of art."
- 4** Use the word in other ways, for example, *Making a beaded necklace is delicate work.* Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E. B. White used delicate instead of fragile to explain the strands of a spider's web?*
- 5** Have children compare and contrast the word with synonyms. For example, *How is dainty different from delicate? How is fragile different from delicate? How is extraordinary different from delicate?*
- 6** Have children turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.
- 7** Guide children to carefully consider word choice and shades of meaning among closely related words as they incorporate new vocabulary when writing in response to literary text.



Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Have children create graphic organizers to show synonyms or morphological family members of the word. For example, teaching the words *familiar*, *unfamiliar*, and *familiarity* with the word *family* helps children understand how words in English work.
- Add vocabulary words to a word wall by categories. Encourage children to notice when others use the vocabulary words in their writing.
- Discuss similes, metaphors, and personification, and have children record examples of each in their vocabulary notebooks.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, or fear words.

TERMS TO KNOW

metaphor A *metaphor* is a figure of speech in which a comparison is implied but not directly stated. For example, “the sun was a flaming torch in the noon sky.”

morpheme A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family prepares children to make connections between words and determine word meaning.

personification *Personification* is a figure of speech in which animals, things, or ideas take on human qualities. For example, “the eerie shadows danced on the wall of the tent.”

simile A *simile* is a figure of speech in which a comparison of two unlike things is directly stated, usually using the words *like* or *as*. For example, “the water was as smooth as glass.”

Reading Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2; RI.2.1, RI.2.2; SL.2.1

Rationale

Reading Wrap-Up is a 5–10 minute activity held at the end of a reading lesson. Children come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in the day's lesson. Children share their own insights about the text and are encouraged to add to what their classmates have said. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain in their own words what they have learned.

As you plan for Reading Wrap-Up activities, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions with which you prompt children. Provide opportunities for children to express their opinions, to find text evidence in one section or in more than one section, or to discuss the author's craft.



Implementing for Success

Use the following suggestions as you introduce and guide children to meaningful participation in the Reading Wrap-Up Routine.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the Reading Wrap-Up. For example, [Let's talk about the structure the author used for sharing his opinion about this topic.](#)
- Model ways for children to make connections between texts they have read in class and outside of class. For example, [The way the main character reacted when he found out his dog was lost reminded me of a newspaper article I read about a family who rescued a lost dog. What connections can you make between this story and the real world?](#)
- Teach children how to use language to respond to others' views. For example, [I thought so, too.](#) or [I wondered the same thing, but then I remembered that ____.](#) or [I had a different prediction, because I thought it was a clue when ____.](#)

Reading Wrap-Up Routine



THE ROUTINE

- 1 Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson. Here is an example: *Today we read a biography. This text told the life story of Theodore Roosevelt. The author helped us understand how he became such an important person in our country's history by giving us details of his life from childhood through adulthood. Those key details helped us understand the main purpose of the text.*
- 3 Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who, what, when, where, why, and how*. For example, *What is one thing you will share with a family member or friend about what we read today? How would you summarize what you read today? Who is your favorite character from the book? Why? or What new word did you encounter today? How did you learn its meaning?*
- 4 Encourage children to ask questions about the text or skills taught. If time allows, review, reteach, or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *Tomorrow we will continue reading about Theodore Roosevelt. We will read about his life after he was president.*



Going Deeper

These additional activities may be done with children once they are familiar with the Reading Wrap-Up Routine.

- Before children share observations in the Reading Wrap-Up discussion, have them write for a few minutes in their journals about what they read, what questions they still have about the lesson, or any other observations about the activities they completed. This will help children focus before they speak in front of the group.
- Have children write down three big ideas from the lesson's reading. Then have each child share one big idea.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, [Today we summarized the poem we read. Who can summarize what you learned in science today?](#)

Writing Wrap-Up Routine



COMMON CORE CONNECTIONS

RL.2.1; RI.2.1; W.2.5; SL.2.1

Rationale

Writing Wrap-Up is a 5–10 minute activity held at the end of each writing lesson. Children come together as a community of writers to discuss their writing with their peers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Up activities, keep in mind:

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the child sharing?



Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up Routine.

- Be sure to schedule time at the end of a writing lesson for children to make connections between their writing and the text they read and between their writing and classmates' writing. The Writing Wrap-Up is also a time to recall and apply learning and celebrate accomplishments.
- State a clear focus for the Writing Wrap-Up. For example, *Today we learned about transition words. We used them to show the sequence of events when we wrote new endings to our stories. Find places in your writing where you used transition words.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback on their classmates' writing, model constructive ways to provide feedback. For example, *Your use of transition phrases like "Just a moment later" really helped me follow what was happening.* or *Your description of the Grand Canyon helped me understand just how big the canyon is.*

Writing Wrap-Up Routine



THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. Here is an example: *Today you drafted a new ending for the story. You used details to describe how the main character reacted to the conclusion of the story's problem.*
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *How did you use the text we read today to help you with your writing?* or *What did you learn about writing today that you can use again?*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows, review, reteach, or make notes to review in future lessons.
- 5** Discuss any homework or preview what children will learn in the next writing lesson. For example, *Tomorrow we will revise the endings to our stories, adding details to the character's response.*



Going Deeper

These additional activities may be done with children once they are familiar with the Writing Wrap-Up Routine.

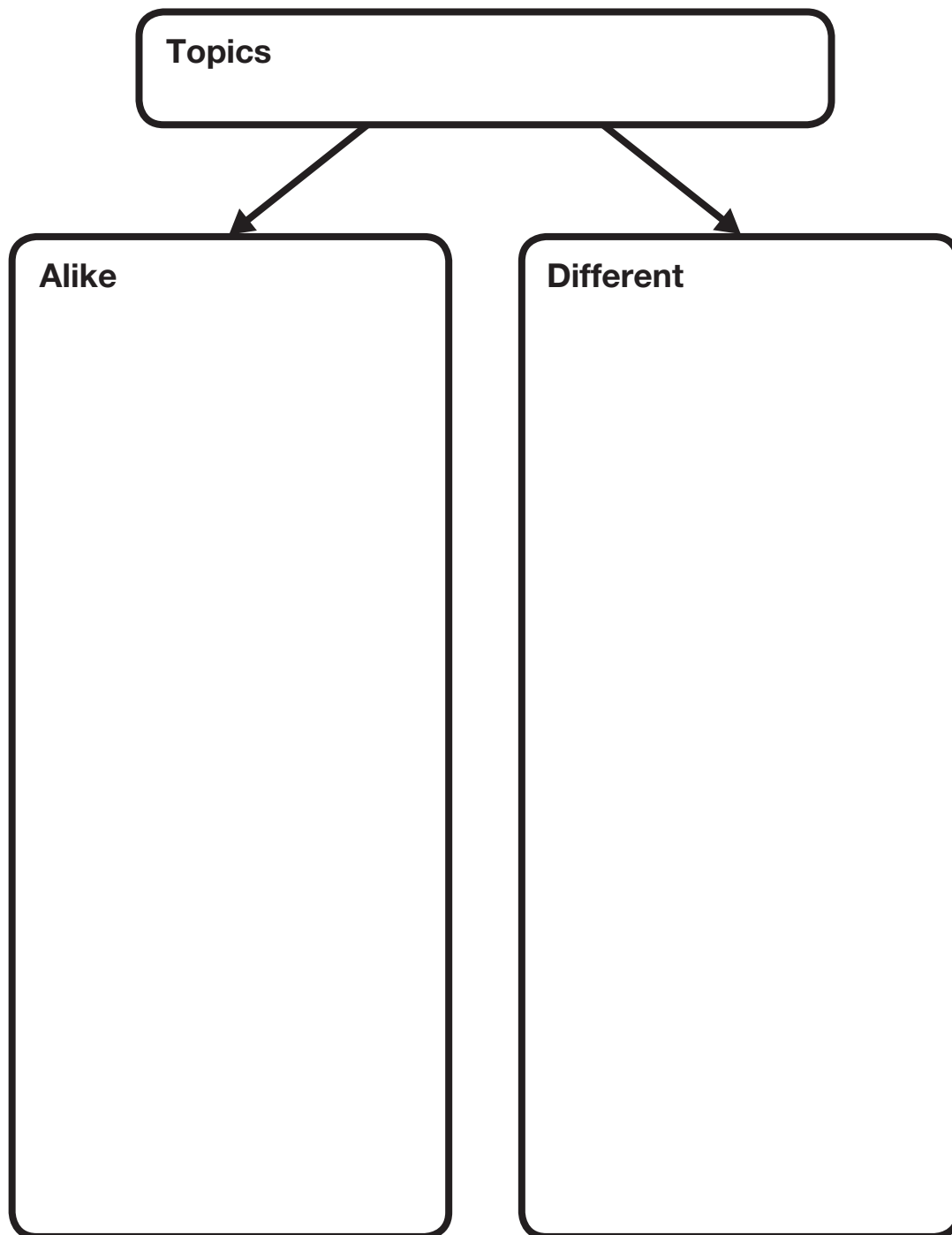
- After children have listened to a classmate share his or her writing, have each child write one question they would like to ask the child author about the writing. Place all the questions in a “Question Bowl.” The child author can pull three questions from the bowl and answer them. This allows children to engage in constructive conversations.
- Have children engage in reflective writing about their writing. They can do quick self-assessments by writing two things on a sticky note: what they felt they did really well in their writing and what they will work on the next time they write. They can add these sticky notes to their drafts or writing journals.
- Remind children to use what they have learned, noticed, or thought about in today’s writing lesson in other parts of the day. For example, [This morning we wrote opinions. Remember to include your opinions on your national park poster so others will want to visit that park.](#)

Cause and Effect

Causes	Effects
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>

Graphic Organizers

Compare and Contrast



Four-Column Chart

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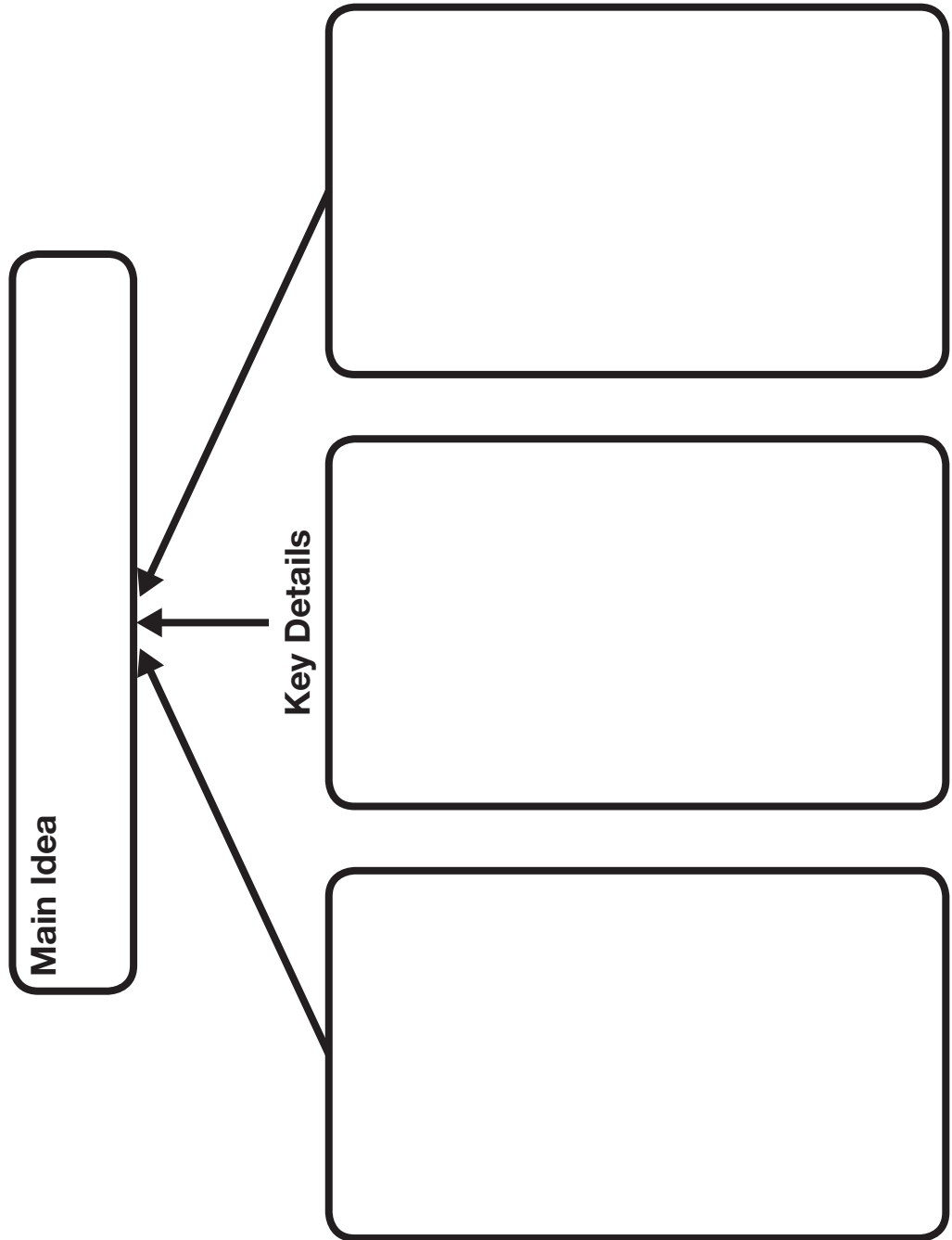
Graphic Organizers

K-W-L Chart

Topic _____

What We Know	What We Want to Know	What We Learned

Main Idea



Graphic Organizers

Story Sequence A

Title _____

Beginning



Middle



End



Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
---------------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

Graphic Organizers

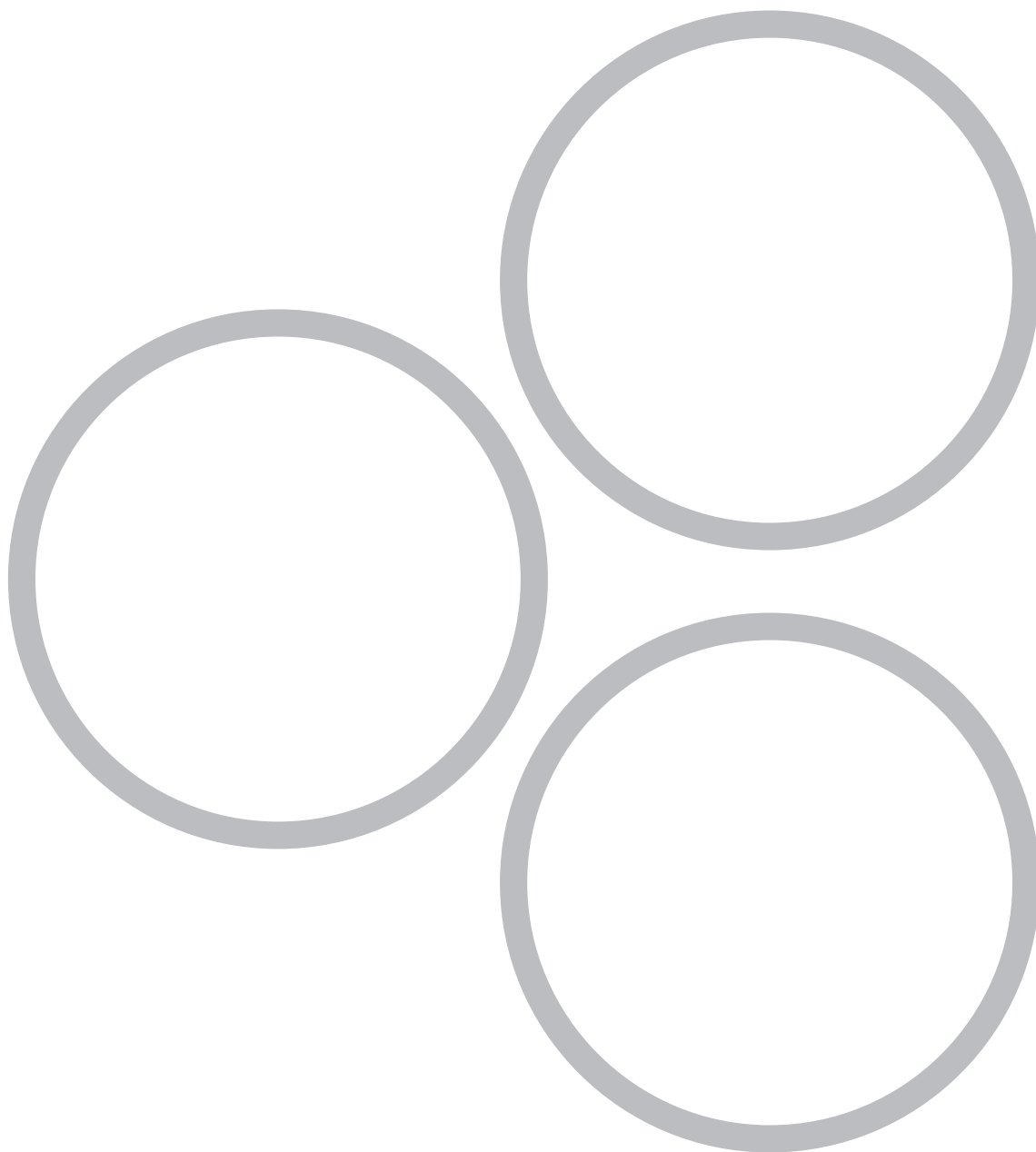
T-Chart

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Three-Column Chart

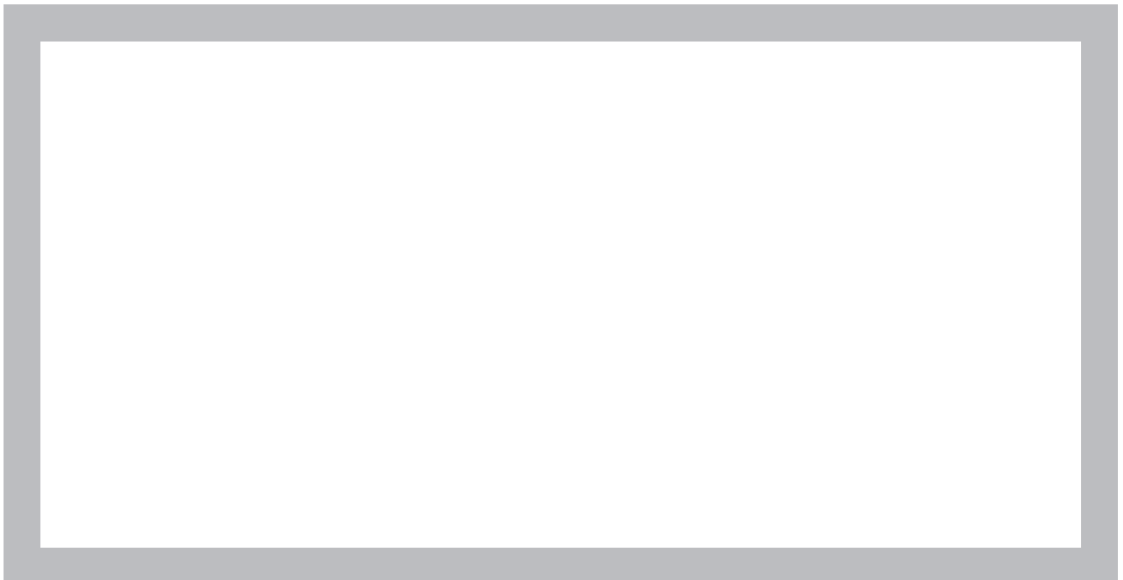
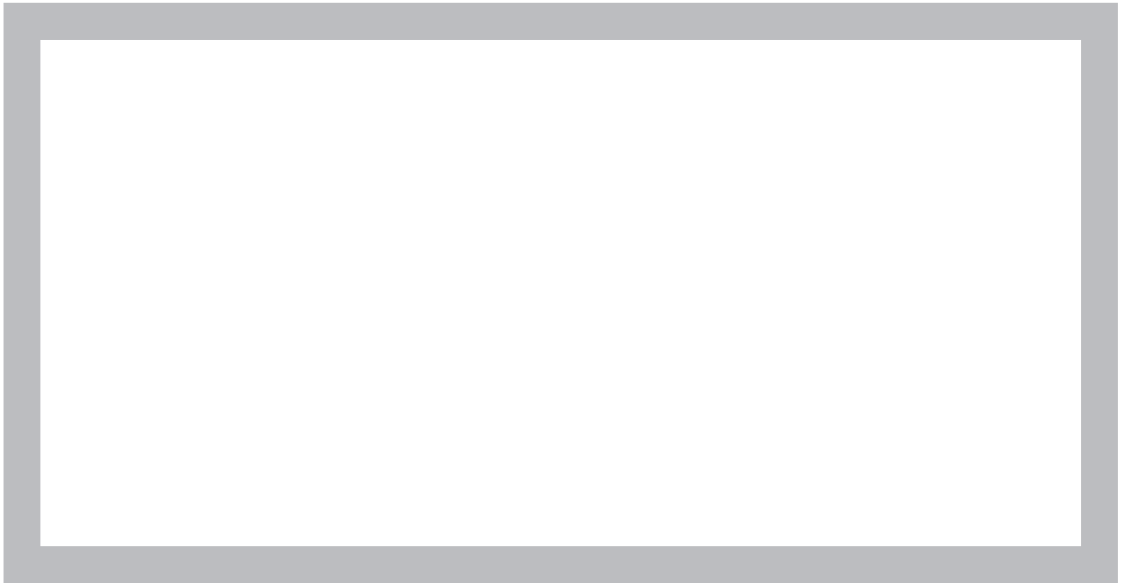
Graphic Organizers

Three Sorting Circles



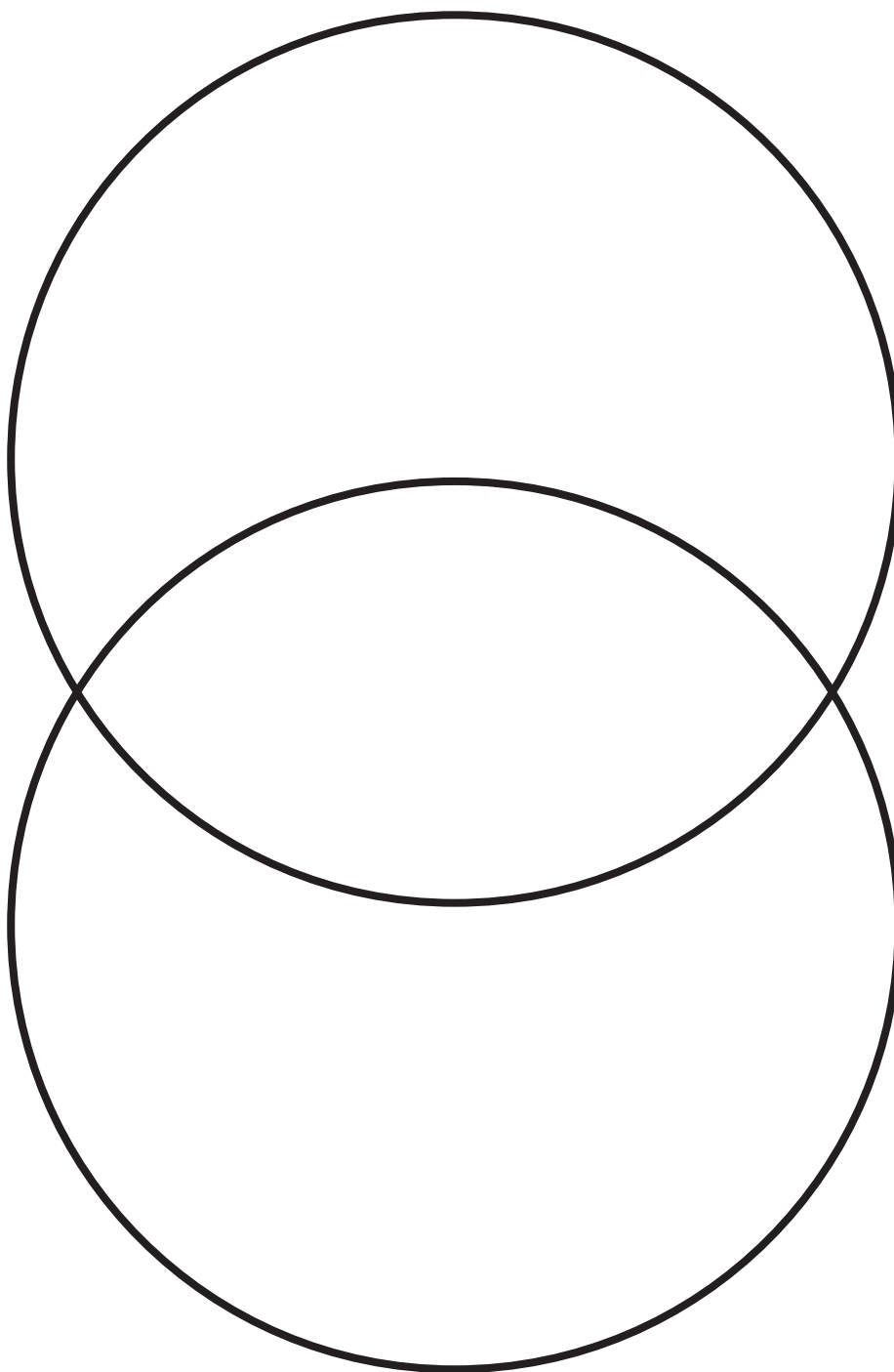
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Two Sorting Boxes

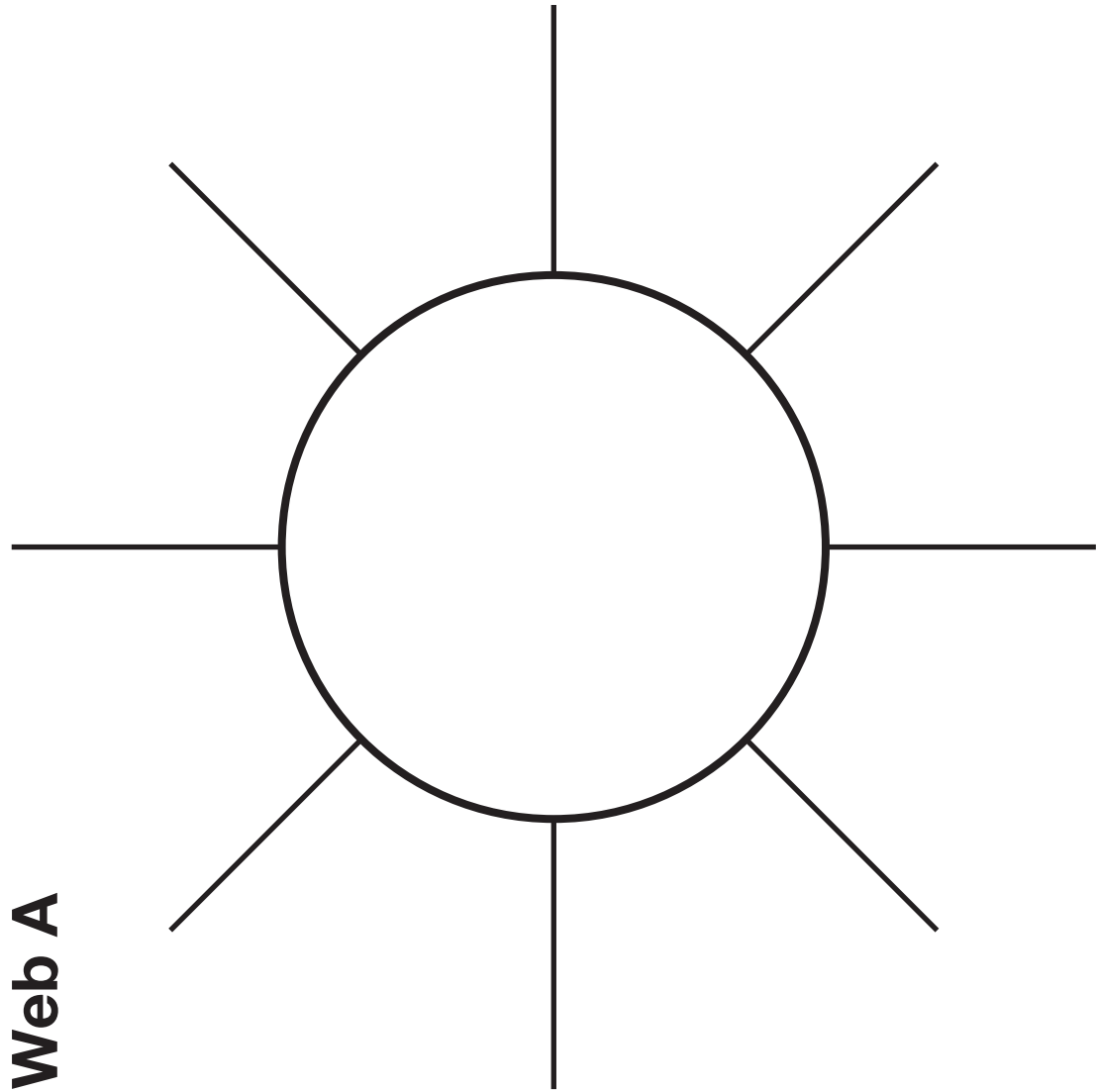


Graphic Organizers

Venn Diagram

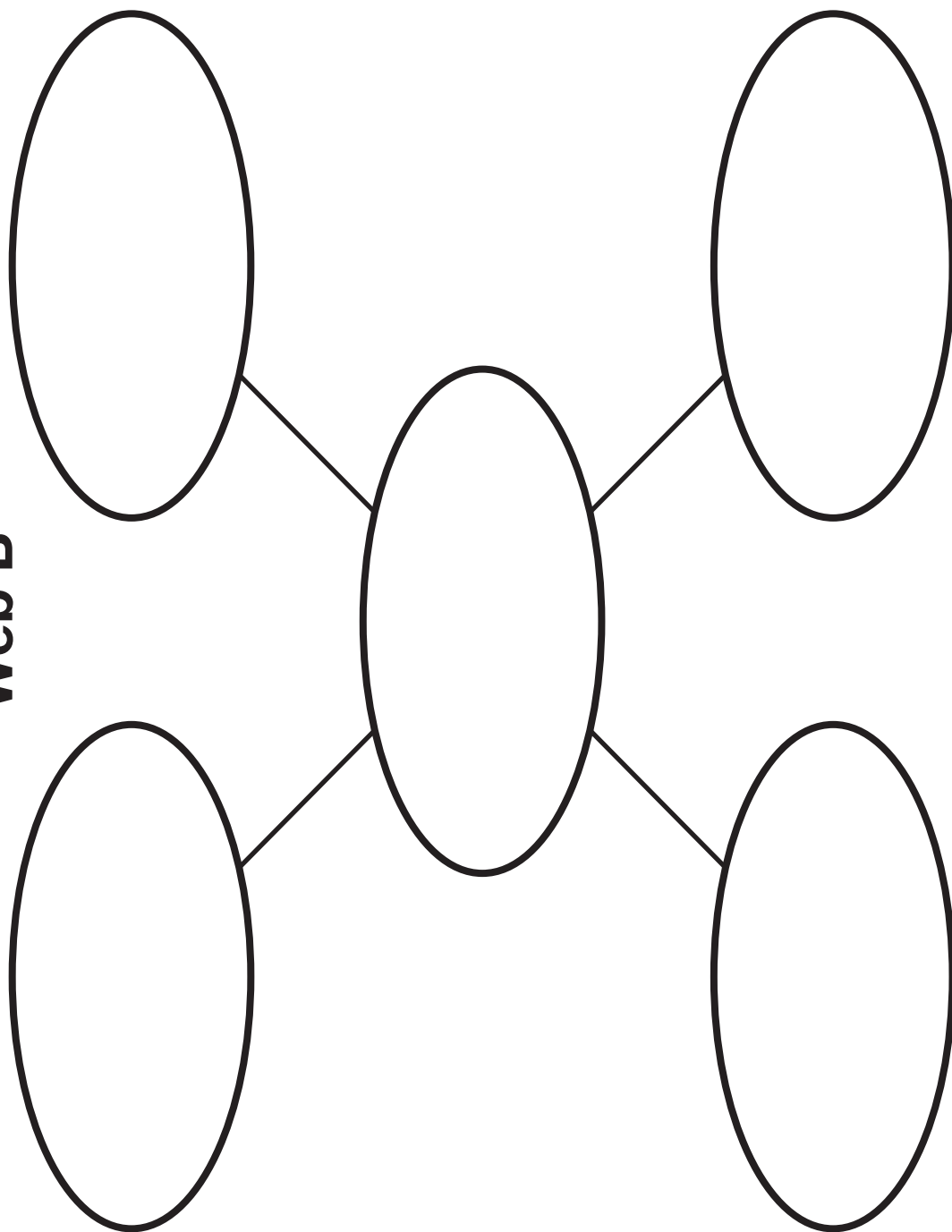


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Graphic Organizers

Web B

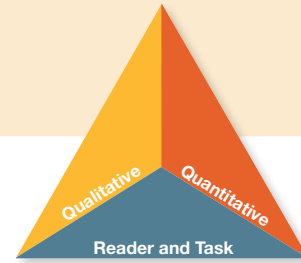


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Word Rating Chart

Word	Know	Have Seen	Don't Know

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of *The Earth Dragon Awakes*.

QUANTITATIVE MEASURES

LEXILE	510L
AVERAGE SENTENCE LENGTH	9.13
WORD FREQUENCY	3.42
PAGE COUNT	118

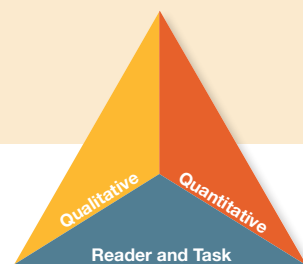
QUALITATIVE MEASURES

LEVELS OF MEANING	Challenging concept (reacting to a natural disaster)
STRUCTURE	Series of timed-and-dated chapters alternating between two families, with occasional factual chapters; historical notes, resources, and photos at end
LANGUAGE CONVENTIONALITY AND CLARITY	Challenging vocabulary throughout, including geographical locations and cultural references
THEME AND KNOWLEDGE DEMANDS	Each person reacts differently to a challenge.

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss how differences in families, homes, neighborhoods, and careers will affect one's actions in a natural disaster.	Have children create a list of each of their family members and how each person would react to an earthquake; have children share with a partner. As a class, have each pair discuss what is similar and what is different among their families.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Seek the Sun***.

QUANTITATIVE MEASURES

LEXILE	740L
AVERAGE SENTENCE LENGTH	15.24
WORD FREQUENCY	3.12
WORD COUNT	2509

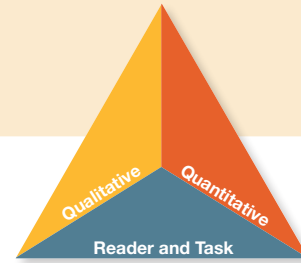
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (needing the sun as part of your daily life)
STRUCTURE	Series of scenes with dialogue, followed by brief explanatory notes
LANGUAGE CONVENTIONALITY AND CLARITY	Blend of simple, compound, and complex sentences; some Japanese vocabulary to be defined by reader
THEME AND KNOWLEDGE DEMANDS	Sunshine is a necessity for people to live a happy life.

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to recall where sunshine falls outside and inside their homes.	Work with children, either as a classroom activity or as homework, to study sunshine and shadows at different times of day; record findings on a time log.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Planet Earth***.

QUANTITATIVE MEASURES

LEXILE	480L
AVERAGE SENTENCE LENGTH	11.89
WORD FREQUENCY	3.64
PAGE COUNT	18

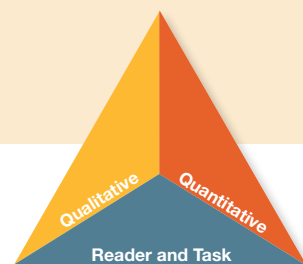
QUALITATIVE MEASURES

LEVELS OF MEANING	Accessible concept (Earth's movements, its atmosphere, its life forms and structure)
STRUCTURE	Brief chapters with questions on flaps and answers on inside pages, followed by index
LANGUAGE CONVENTIONALITY AND CLARITY	Topic-specific vocabulary defined in text and reinforced by artwork
THEME AND KNOWLEDGE DEMANDS	The planet is a complex place with many different characteristics.

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to offer descriptions of Earth and create a list of some characteristics of Earth based on their descriptions.	Brainstorm a list of scientific words that describes the Earth and sort them into general categories.

Text Complexity Rubric



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Danger! Earthquakes.***

QUANTITATIVE MEASURES

LEXILE	710L
AVERAGE SENTENCE LENGTH	9.92
WORD FREQUENCY	3.37
WORD COUNT	714

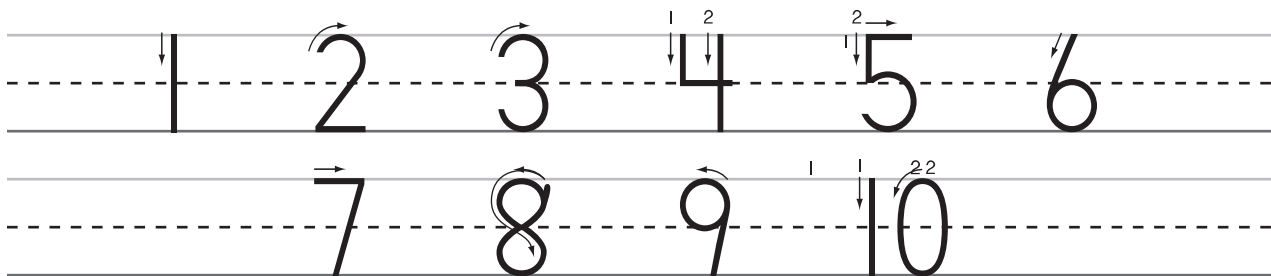
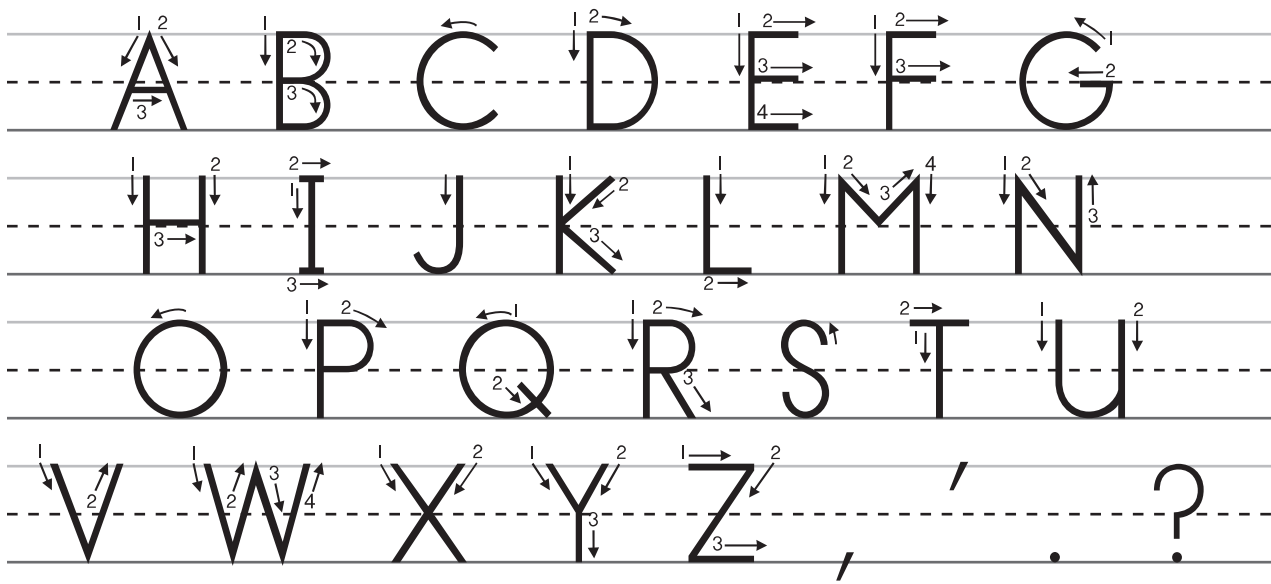
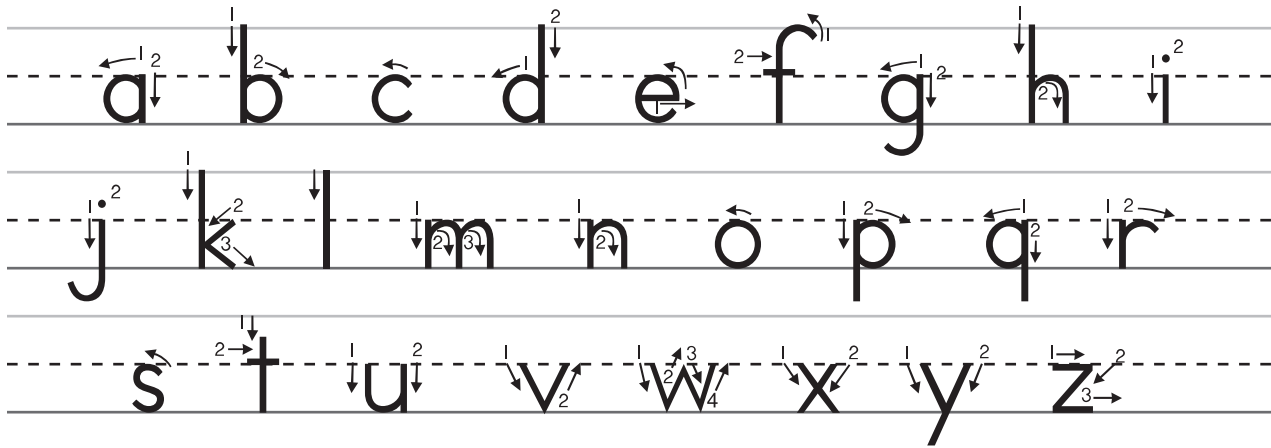
QUALITATIVE MEASURES

LEVELS OF MEANING	Somewhat complex concept (causes and effects of earthquakes)
STRUCTURE	Main ideas and details presented in brief chapters, then reinforced by photos and diagrams
LANGUAGE CONVENTIONALITY AND CLARITY	Some topic-specific vocabulary may require additional support.
THEME AND KNOWLEDGE DEMANDS	Understanding of geology and geography of earthquakes and the damage they cause

READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Review what children may know and believe about earthquakes.	Have children create a personal safety plan, identifying what steps they would take if they happened to be in an earthquake.

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

D'Nealian™ Cursive

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Leveled Text: Informational

Use leveled reader in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Informational Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in an informational leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND THE TEXT TYPE AND PURPOSE Discuss with children the characteristics of informational text (It contains facts about a topic; its purpose is to inform readers; it may contain photographs and other text features to help readers understand the topic). **Ask:** *How can you tell that a book is informational text and not a story?* (The text gives facts rather than tells about characters and events; it might have maps, charts, or other text features that connect to the topic; information might be organized under specific headings that connect to the topic.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the selection and key words in the text. Call their attention to important text features, such as headings, photographs, and captions. Flip through the pages together, and have children describe what they see in the text and text features. **Ask:** *What topic do you think you will learn about in this informational text?*

EXPLORE VOCABULARY Based on the topic children suggest from previewing the book, build background around concept vocabulary. **Say:** *Based on the title and pictures, here are some words we'll want to talk about before we read.* For example, if the book is about communities, you may want to explore words such as *home*, *store*, or *school*.

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model active reading strategies as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study lesson. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

FOCUS ON INFORMATIONAL TEXT Provide a targeted mini-lesson that addresses a specific CCSS informational text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* about key details
- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

How does the text say it? (Craft and Structure)

- determine the meaning of words and phrases in a text
- identify and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, etc.) to locate key facts or information in a text efficiently
- identify the main purpose of a text, including what the author wants to answer, explain, or describe

What does the text mean? (Integration of Knowledge and Ideas)

- explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text
- describe how reasons support specific points the author makes in a text
- compare and contrast the most important points presented by two texts on the same topic

Leveled Text: Informational

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will work to help children internalize the process of reading actively?
- Which understandings about text and structure must be reinforced as children interact with other types of informational text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to help children identify the main topic of an informational text, explain that finding the **main topic** means looking at all the sentences in a selection to decide what the text is mostly about.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what a text is about, why an author is writing, and why the information is important. Is the author writing to inform or explain a topic or process? Does the author want to persuade readers to do something or think a certain way? For example, help children understand that the **main topic** of a text helps point them to the most important ideas the author wants them to understand.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model finding the **main topic**, pause occasionally after sentences or paragraphs and **say:** *These sentences are mostly about _____. I'll read on to see if _____ is the main topic of this book.*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about finding the main topic of an informational text, direct children's attention to a text previously read in the unit. Reread the title and a few pages of the book with children. **Ask:** *What did you see and read about on each page of this book? How are these key details alike?* Then ask children to restate the main topic of the book in their own words.

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word study strategy you modeled to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the informational text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask and a question and use the text to answer it
- identify a key detail they think supports the main idea
- use context or picture clues to figure out an unfamiliar word
- identify a text feature and how it helps readers understand the text
- identify a reason the author gave to support a point

Leveled Text: Informational

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled Reader enhances their understanding of the unit topic. Have children focus on the following questions:

- How are the ideas like other books I have read in this unit?
- How are the ideas in this text similar to another book I have read in this unit?
- What new things did I learn about the topic from reading this book?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit topic and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This book is like the other texts in this unit because _____.
- The ideas in this text are similar to/different from the ideas in _____ because _____.
- One new thing I learned about the topic from this book is _____.
- The most interesting part of this book is _____ because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit topic through a brief writing activity. Possible activities might include the following:

Draw a picture of something you saw in this book and another book and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Leveled Text: Literary

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers and as they deepen their understanding of and engagement with unit themes and topics.

Before Reading

Get Ready to Read Literary Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in a literary leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

UNDERSTAND TEXT TYPE AND PURPOSE Discuss with children the characteristics of literary text (It tells a story, or narrative; it often has illustrations that show characters, settings, or events). **Ask:** [How can you tell that a book is literary text and not informational text?](#) (The selection tells about characters and events; it has a setting, plot or problem, and a resolution or solution; it often contains a message about life the author wants to share.)

PREVIEW AND PREDICT Point to and read aloud with children the title of the leveled reader. Call students' attention to key words in the story. Flip through the pages together and have them point to and describe what they see in the illustrations. **Ask:** [What do you think this story will be about?](#)

EXPLORE VOCABULARY Work with students to understand the literary language of the text, such as words relating to character, setting, plot, and theme. **Say:** [Here are some words we'll want to talk about before we read.](#) Choose words that will ultimately help students uncover the theme or message in the text.

During Reading

Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model active reading strategies as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

FOCUS ON PHONICS Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study strategy. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to use the strategy to decode a specific word in the leveled reader.

FOCUS ON LITERARY TEXT Provide a targeted mini-lesson that addresses a specific CCSS literary text standard. Focus standards instruction around these questions:

What does the text say? (Key Ideas and Details)

- ask and answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* about key details
- determine the central message, lesson, or moral
- describe characters' response to main events and challenges in the story

How does the text say it? (Craft and Structure)

- describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- describe the overall structure of a story, including the beginning (introduction) and the ending
- identify difference in the points of view of characters

What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text (print or digital) to show understanding of character, setting, and plot
- compare and contrast two or more versions of the same story by different authors or from different cultures

Leveled Text: Literary

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about narratives must be reinforced as children interact with other types of literary text?

Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to analyze **character**, explain that the characters in a story perform the action. We know what they are like from what they say and do and from what others say about them.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what happens in a story, why a character behaves in a certain way, and what message or observation about life the author wants to share. For example, if a **character** changes his or her behavior after losing a valued friend, the author may want readers to understand that friends are more important than possessions.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model identifying the **main character** and **story problem**, **ask:** *Whom is this story about? What problem or difficulty does this person face?*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about the **main character** in a story, direct children's attention to a text previously read in the unit. Reread a few pages of the book with children. **Ask:** *Who in this story is facing a problem? What details does the author give about this character? What does the character say and do? What do others say about this character? How do you know?* Then ask children to describe the main character and story problem in their own words.

Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

PARTNER LISTEN Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

PARTNER READ Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word study strategy you reviewed as a class to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

PARTNER SHARE Have partners practice using the literary text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- identify character and setting
- ask and answer questions about the story
- retell plot events and key details in the story
- ask and answer questions about unfamiliar words
- identify relationships between illustrations and text
- compare and contrast characters and events

Leveled Text: Literary

After Reading

THINK ABOUT IT The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit theme. Have children focus on the following questions:

- How is the story like other books I have read in this unit?
- What new things did I learn about the unit theme from reading this book?
- What is my favorite part of the book? Why?

TALK ABOUT IT The activities in this section are designed to help children develop their understanding of the unit theme and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This story is like the other texts in this unit because _____.
- The message in this story is similar to/different from the message in _____ because _____.
- One new thing I learned about [state unit theme] from this book is _____.
- My favorite part of the book is _____. I like it because _____.

WRITE ABOUT IT In this section, children demonstrate their understanding of the text and its connection to the unit theme through a brief writing activity. Possible activities might include the following:

Draw a picture of something you liked in this book, and label it.

Write a brief summary.

This book was about _____.

Answer a question.

I found the answer to my question about _____ by going back to the text and reading that _____.

Find two things that are alike from this book and another book. Then draw and label them.

Write a brief comparison or contrast sentence.

This book was like another book I read because _____.

This book was different from another book I read because _____.

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

viii Zacarias Pereira da Mata/Shutterstock; ix(T), 1(T), 10, 20, 30, 40, 50, 60, 70, 120, 130, 141 HarperCollins Publishers; ix(B), 1(B), 158, 168, 178, 188, 198, 258, 268, 279 Kingfisher.